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The papers read at the Student Personnel Workshop sponsored by the GT 70 Consortium of Junior Colleges are presented. The workshop, held at William Rainey Harper College, was attended by representatives from ten junior colleges from ten states. Presentations included: Exceptional Practices in Junior College Student Personnel Programs, A President's View--Student Personnel Services in the Community College, Trends in Junior College Personnel Work, A Last Chance Talk on Student Personnel Work, Faculty Perceptions of Student Personnel Services, Student Activities in the Junior College, Counseling in a Community College, Anatomy of a Development Program, Student Militancy on the College Campus, Placement in a Junior College, Organization and Administration of Junior College Student Personnel Services, Pre-Admissions and Orientation, and Financial Aids Program in a Junior College. (MB)

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GT 70 1968

STUDENT PERSONNEL WORKSHOP
WILLIAM RAINEY HARPER COLLEGE . . . . Host

Dr. James Harvey . . . . Director

Harper Staff Members Assisting in Workshop Program .

Frank Borelli	Director of Student Activities
Dr. Thomas Seward	Director of Counseling
Donn Stansbury	Director of Admissions and Registrar
Fred Vaisvil	Director of Placement and Student Aids

SPEAKERS

Dr. Terry O'Banion	University of Illinois
Dr. Robert Lahti	William Rainey Harper College
Dr. Jane E. Matson	California State College
Dr. Max Raines	Michigan State University
John Muchmore	William Rainey Harper College
Dr. Marie R. Prahl	Michigan State University
Charles Ridley	Henry Ford Community College
Dr. William Moore, Jr.	Forest Park Community College
Dr. James Chapman	University of Iowa
Carlton A. Ericksen	Milwaukee Technical College
Dr. James Harvey	William Rainey Harper College
Dr. Alice Thurston	University of Illinois
Letitia Silver	Manatee Junior College

INTRODUCTION

The following papers were presented to the Student Personnel Workshop held at William Rainey Harper College from October 14 - November 1, 1968. The workshop was sponsored by the G.T. 70 Consortium of Junior Colleges and funded under Title III of the Higher Education Act. The workshop was attended by representatives from ten junior colleges in ten different states (see Appendix A for list of colleges and participants).

The papers represent a condensation of the basic remarks made by the speakers except in special cases where the full text of the paper has been reproduced. Papers are included for all major speakers participating in the workshop except for the presentation of Dr. Harold Grant of Michigan State University which was unavailable at the time of publication.

The main purpose of this monograph is to publish in a capsule form the highlights of the speaker's remarks made during the workshop.

I would like to express a word of thanks to the speakers for their excellent cooperation, for their cogent and concise presentations, and for preparation of the papers that follow.

Dr. James Harvey
Workshop Director and Dean of Students
William Rainey Harper College

TABLE OF CONTENTS

I. First Week Presentations

Page

A. Exceptional Practices in Junior College Student Personnel Programs - Terry O'Banion 5

B. A President's View - Student Personnel Services in the Community College - Robert Lahti 19

C. Trends in Junior College Student Personnel Work - Jane Matson 29

D. A Last Chance Talk on Student Personnel Work - Max Raines 35

E. Faculty Perceptions of Student Personnel Services - John Muchmore 43

II. Second Week Presentations

A. Student Activities in the Junior College - Marie Prahl 55

B. Counseling in a Community College - Charles A. Ridley . . . 61

C. Anatomy of a Development Program - William Moore 69

D. Student Militancy on the College Campus - James Chapman . . 81

E. Placement in a Junior College - Carlton A. Ericksen . . . 91

F. Organization and Administration of Junior College Student Personnel Services - James Harvey 97

G. Pre-Admissions Advising and Orientation - Alice Thurston . . 105

H. Financial Aids Program in a Junior College - Letitia Silver. . 109

Appendix A - Workshop Participants

Appendix B - Workshop Program

Terry U. O'Banion, Ph.D.
Assistant Professor of Education
University of Illinois
Urbana, Illinois

Dr. O'Banion is currently chairman of the American College Personnel Association Commission on Junior College Student Personnel programs. He is on the editorial board of the Journal of College Student Personnel and co-editor of the Junior College Student Personnel Newsletter. He served as a project interviewer on the Carnegie project and he has been a consultant for a number of junior colleges throughout the country.

Dr. O'Banion has been a high school teacher, a dean of students at two Florida junior colleges, and a visiting professor at the University of Hawaii and Florida State University.

He received his B.A. (cum laude) and his M.Ed. from the University of Florida. The Ph.D. degree was received from Florida State University.

EXCEPTIONAL PRACTICES IN JUNIOR COLLEGE STUDENT PERSONNEL PROGRAMS

by Terry O'Banion

The junior college is a new institution, and student personnel work is a new profession. Being in a new profession in a new institution creates ambivalency, anxiety, disorientation. As student personnel workers we share a common problem with the students we counsel - the late adolescent identity crisis. Are we or are we not part of higher education? Can we or can we not be trusted to perform effectively? Will student personnel work ever be accepted as a full partner in the educational enterprise?

Those who have come to positions of leadership in the junior college confuse us with their parental-like pronouncements:

Ed Gleazer says that we "are 'democracy's college' of this century." And Lee Medsker adds, "And the student personnel program is its key to success." E. G. Williamson, then President of APGA, came to our first National Workshop on Junior College Student Personnel Programs in Dallas and told us that we were the "cutting edge of the Student Personnel Movement." We swagger and strut under this assurance of our greatness and importance until we are reminded by T. R. McConnell that "student personnel work is the practice of a mystery." And the dark depression of an adolescent Sunday afternoon deepens when we review Max Raines' report of the Carnegie Study:

1. Three-fourths of the junior colleges have inadequate student personnel programs.

2. Adequate guidance and counseling is provided in less than one-half of the colleges.

3. Coordinative, evaluative, and up-grading functions are the least effectively provided of all functions.

4. Current staffing patterns are grossly inadequate both quantitatively and qualitatively.

And on and on through the eleventh stanza, one of those familiar, haunting tunes that keeps revolving round and round in our heads over which we apparently have no control. The major findings of the Carnegie Study are our professional pimples, and it is difficult for us to think of ourselves as the key to success in the junior college.

As professional adolescents in a state of identity crisis we junior college student personnel workers need supportive therapy. Fortunately, there is beginning to be rather significant support for our activities. We now have our own national newsletter. The University NDEA Institutes have provided some special programs for us. Several states have appointed student personnel specialists to state level positions to coordinate and consult with junior college student personnel staffs. Professional associations are including our members on committees and programs. In the few years since the Carnegie Study we have made excellent progress.

There is still another indication of our growth and development as a professional group and that is the number and variety of exceptional or innovative practices that now exist in junior college student personnel programs. Last fall the American College Personnel Association commissioned a monograph on Exceptional Practices in Junior College Student Personnel Programs. Junior college leaders (selected presidents and deans of students, directors of the Kellogg programs, state directors of community colleges, professors of junior college education, and officers of appropriate professional organizations) were asked to nominate exceptional practices for possible inclusion in the monograph. Once nominated the person having major responsibility for the practice in an institution was asked to follow a set of guidelines in preparing a two-page description of the practice. The response has been most satisfactory, and it is hoped that a monograph can be issued in the late spring.

From this survey I would like to share with you some general observations about exceptional practices and describe briefly some of the more innovative practices. I will limit my remarks to a consideration of practices in the areas of organization and administration, academic advising, counseling, student activities, and orientation. While exceptional practices do exist in other student personnel functions, few were nominated in this survey.

Organization and Administration

It is apparently difficult to innovate in the area of organization and administration. From the President of the United States down we seem to be totally oriented toward the leadership of a central authority figure. We insist that every college have a president, that every student personnel program have a chief officer, that every student government association have one man at the top. Under such a system second level subordinates usually implement and coordinate functions to be performed. Junior college student personnel programs, even though they may be the cutting edge of the student personnel movement, are organized in the same manner as student personnel programs in the universities and like most other systems in our country.

In the last several years, however, a few colleges have at least experimented with the decentralization of counseling services. William Rainey Harper College - Illinois and Forest Park Community College - St. Louis have employed this approach with some success. At Harper, counselors are officed in academic divisions and are assigned students for counseling who enroll in those divisions. Video terminals provide student information. The emphasis is on vocational guidance. Division counselors rotate on a regular schedule to provide some centralized services in the college center and to maintain their professional identity with counseling colleagues.

The decentralized counseling service at Forest Park is similar. The rationale for the Forest Park program is stated as follows: "We hope that by decentralizing our counseling system and by organizing our physical set-up to increase faculty-counselor relationships, we can prevent a schism from developing between the counselors and the faculty. Locating the counselors throughout the faculty makes them readily available for consultation, both by faculty and by students."

The only other interesting practice in organization in this survey comes from Marc Salisch, Dean of Students at Fulton-Montgomery Community College, New York. Marc believes that "Since the curriculum is one of the most significant aspects of the student's experience at college, the student personnel staff must be able to influence this aspect of the college, if it is to affect the student's collegiate experience." The student personnel program, therefore, has been organized as an academic division in the college. Student personnel staff members offer instruction and are represented on those committees responsible for making curriculum decisions. Developmental courses in reading and study skills have been shifted to this new division and new credit courses initiated in Personal Development, Educational and Vocational Exploration, and Seminar on College Life. In cooperation with other divisions courses in Contemporary Issues and Seminars on Human Values are being developed.

Academic Advising

Practices regarding academic advising seem to revolve around three questions: Who does academic advising? When is it done? How is it done?

Though the question regarding who should do it seems to have been answered in the universities in favor of the faculty, who should do academic advising in the junior college is still open to debate. The usual approach has been to assign responsibility to faculty members, and at Portland Community College, Oregon, this concept is so important the president even acts as an academic advisor to a small group of students.

A number of new colleges are experimenting with a variety of approaches to academic advising. El Centro College - Texas, Santa Fe Junior College - Florida, William Rainey Harper College - Illinois, are examples of colleges that use professional counselors for the advising function. At Harper College it is believed that "academic responsibilities prevent the instructor from having time to gather the information and to develop the skill to help the student bring into perspective the basic considerations involved in the selection of a program of studies." At El Centro "Educational program planning is a highly personalized counseling service and rests upon the basic assumption that program planning is essentially a counseling problem."

At Illinois Central College counselors do the advising but faculty members are involved as consultants to counselors and students in areas of the faculty members' expertise. Meramac Community College - St. Louis, employs support personnel to perform much of the academic advising function releasing counselors and faculty for other professional services for students. The support personnel are given the title Educational Advisor and are selected on qualities of warmth, maturity, open-mindedness, and potential for working with counselors and students in the community college setting. Two measures of the value and effectiveness of the educational advisors have been completed with positive results. Educational advisors and counselors were viewed in a similar positive manner in regard to students' perceptions of their preregistration conferences.

In the second study there was no significant difference between the frequency of self-referrals for counseling in the fall semester by students who had been advised by counselors and students who had been advised by educational advisors. Initial student contact with educational advisors instead of counselors apparently has no adverse effect on the likelihood of students subsequently seeking counseling assistance.

New freshmen usually get assistance in planning their programs only a few days before beginning classes. A number of colleges have initiated programs of summer advising by counselors or selected faculty members. At Monroe Community College - New York, students visit the campus during the summer and talk with a faculty member in their major. Counselors are available for undecided students. At Fulton-Montgomery small group sessions are held daily throughout the summer. These groups are advised by specially trained faculty members assisted by student aides.

Procedures of academic advising vary from college to college, and there are numerous exciting practices that have been developed. One of the most interesting is the use of video tape at Grossmont College - California. During the summer students select a two-hour period to come to the college. In the first hour students view a 38 minute video tape that explains such concerns as how to read a catalog, how to understand course numbers, how to recognize prerequisites, how to read a class schedule, and how to complete a program form. Once the tape is viewed, students complete their programs. They then see a counselor who checks and approves their program. If students wish they can make appointments with counselors to discuss educational goals. By using this method Grossmont counselors will be able to hold individual conferences with approximately 2500 freshmen during the summer. In addition, all freshmen will have received the same information of the programming and registration process.

Counseling

The third area I would like to talk with you about regarding exceptional practices is that of counseling. In this particular survey we received more nominations for innovative practices in the area of counseling than in any other area.

Since most of us in student personnel come from a counseling background, and since this is the way in which most of us relate to students this is not surprising.

Individual Counseling

Another approach to the decentralized counseling concept discussed under organization and administration is that at Portland Community College in which counseling is viewed as an educational shopping center. Counselors are located wherever students are likely to congregate: in the library, study areas, faculty office areas, and even the cafeteria. Desks are located in relatively open fashion similar to office areas frequently seen in banks. Semi-private interview areas are located immediately adjacent for those occasions requiring such facilities. Staff evaluation indicates that counselors feel quite comfortable in their new locations and that instructors and students are dropping by for a variety of services.

A number of junior colleges provide counseling services for special target populations. Flint Community Junior College - Michigan. offers specialized services for adult women and for the physically handicapped. These programs are carefully coordinated by a counselor assigned to these special students. A similar approach is used at Danville Junior College - Illinois, for academically underprivileged adults. Since junior colleges have such a variety of kinds of students it may be necessary to provide specialized services for selected groups.

Evaluation of counseling effectiveness is always a difficult task. The counselors at Lane Community College - Oregon, explored their effectiveness as seen by instructors, division chairmen, students, administration and themselves by setting up a series of Thursday morning meetings to discuss counselor effectiveness. Representatives of the various groups were invited to talk with the counselors regarding their work. In an informal atmosphere over coffee, counselors listened to the observations of the visitors, asking questions of clarification but never defending their positions or their practices. From these meetings counselors developed a list of critical observations and have implemented a number of new activities in light of these observations.

Group Counseling

In my opinion, the most exciting innovations in junior college student personnel programs are occurring in the area of group counseling. Dozens of junior colleges across the country are experimenting with the counseling process with groups of students. This trend is in keeping with what is happening on the national scene in industry, government, and the church. Recent articles in Look and Life magazines are an indication of the interest in group counseling. Few people use the word group counseling anymore, however. The popular "in" designations are T-groups, sensitivity training groups, marathons, micro-groups, basic encounter groups, and human encounter groups. The names themselves suggest some flavor of the excitement and the experimentation involved in these activities.

As I review the practices in the area of group counseling it appears to me that there are three purposes. Perhaps the most acceptable use of group counseling is in terms of working with students who have backgrounds of academic deficiency. The usual goal is that of satisfactory adjustment to college, which means academic achievement. While there are a number of excellent programs designed for this purpose most student personnel workers are familiar with this purpose of group counseling, and I will spend my time here talking about the other two areas.

The second primary use of group counseling or the basic encounter is in the orientation process. Here the purpose is to use the small group process to help students focus on and understand their relationship to the college. The student and his college problems seem to provide the primary content for these sessions. At Dodge City Community Junior College - Kansas, all freshmen students are required to enroll for a one-hour credit course in educational and vocational planning. The purposes of the program are to provide students with close counselor assistance, to aid them in their adjustment to college, to help them develop educational plans and an understanding of themselves and their objectives. Students meet one hour a week in groups of fifteen or less for the first semester. These groups are led by a staff of professional counselors.

At Mount San Antonio College - California, voluntary "personal assistance groups" are led by faculty members. Groups of from fifteen to twenty participants meet for the year and attempt to develop a climate in which ideas and feelings can be shared without the fear of being criticized or judged. Topics such as sex, money, religion, marriage, and work are discussed, and evaluation indicates that both faculty and students benefit. As a result of these groups, curricular changes have occurred in psychology courses, guidance classes and library orientation classes.

The commuting student is of special concern to the staff of the Springfield Junior College - Illinois. Half way through the first semester student affairs staff look through the student directory and select names of students with whom they are unfamiliar. These students are organized in groups of ten and invited to participate in a one hour session in which they are introduced to the student personnel program of the college; asked to introduce themselves; and asked to indicate their area of study, future plans, and their general reaction to the experience of college. While the meeting lasts no more than an hour students have had an opportunity to meet student personnel staff and other students whom they did not know and to contribute ideas about how they might be involved in the life of the college. At least once the student has been an individual in a social encounter with staff members and students in the college.

A third major purpose of group interaction in the community college is to help students develop sensitivity and awareness of self and others, to become more open and trusting, to learn to deal with the here and now, and to get in touch with one's own feelings. This is the human encounter at a more intensive level. Counselors who initiate these groups often have had special training at National Training Laboratories, Esalen, or the Western Behavioral Sciences Institute. Special consultants in group process are often brought in to work with students and staff.

A program of sensitivity training for students and staff has been developed at the Monterey Peninsula College - California. The purpose is "to improve the skill of the counseling staff in group counseling techniques and to provide better opportunities for students to acquire more accurate self-identity and a personally, more relevant education." A consultant meets with the counseling staff twice a week for a year. During the first meeting the consultant introduces various group techniques. During the second meeting the staff participates as an active encounter group. As staff develop competency, they offer "self awareness" groups to volunteer students. Groups of twelve students meet for one and a half hours per week for one half unit of college credit. Adult evening groups and faculty groups have also been formed. Evaluation indicates that there is a more open working relationship among staff members. Students have reacted very positively to the experience and would like to continue their participation.

At Kendall College - Illinois, human potential seminars are available for students to help them increase self-motivation, self-determination, and affirmation of self-worth. "The human potential seminars are focused on the conviction that something is right for the participant rather than focused on what has him hung up." The seminars focus on individual discovery and immediate group reinforcement of the personal strengths, capacities, and success experiences of each participant. It is primarily an action system rather than an analysis system. Each seminar proceeds through seven phases that have been carefully spelled out by the Kendall staff along the lines of much of the work of Herbert Otto of the Stone-Brandel Center in Chicago. Group membership is limited to mentally healthy persons and the long range goal is to help each person transfer his group learning to a living style outside the group.

At Fulton-Montgomery Community College - New York, a program of sensitivity training groups has been initiated. "Staff perceive the function of these groups as developmental and educational rather than clinical and the students who join the groups are normal individuals who are interested in increasing their self-awareness and sensitivity to themselves and their environment." Groups of eight students meet for two hours a week, usually in the late afternoon with a group facilitator from the counseling staff. The counselor is a participant rather than a leader, and counselors feel strongly that they must make the same commitment to openness and self-revelation that they expect from students.

At Santa Fe Junior College - Florida, all new students are required to participate in basic encounter groups of eight to twelve students. Students receive three hours transferable credit for the experience and evaluations from the approximately four hundred students who participate each term indicate that the program is meeting the relevant needs of students.

Student Activities

Another area of yeasty practice in junior college student personnel programs is that of student activities. The student activities program is difficult to organize in the community college for a number of obvious reasons: freshmen and sophomores do not have the leadership experience that juniors and seniors have on university campuses, many community college students work part-time, only two years are available to develop leadership ability, and many high school leaders with a background of leadership experience elect to attend the university instead of the junior college. Rather than settle for a token student activity program a number of junior colleges have developed some rather outstanding innovations. I would like to discuss three of these programs with you.

With a title III Developing Institutions Grant the Rochester State Junior - Minnesota, developed a three phase student leadership training program. In phase one, faculty advisors, student senate members, and all student presidents or designated leaders of clubs and activities participate in a week-end workshop under the direction of consultants trained in leadership dynamics. In phase two, faculty consultants and student consultants representing each of the major clubs and activities on campus are brought to Rochester State Junior College from colleges throughout the country to consult with their counterparts at Rochester. In phase III, faculty advisors and newly elected student leaders return for a spring conference and a continuation of the leadership program, focused on group dynamics, communication skills, problem solving, decision making, and organization for management. The results have been rather dramatic on the Rochester campus. The student senate voted to provide special funds for training programs for the next year. Workshop leaders indicated that faculty members had a new understanding of the educational purposes of student activities in the junior college.

At Fulton-Montgomery Community College - New York, the college has been busy revamping the whole structure of the role of the student in the governance of the college. A new constitution spells out clearly the areas for which students have primary responsibility and indicates those areas of the college in which students have related responsibilities, such as the development of curriculum, budget, and the quality of instruction. Students serve as full voting members of faculty committees in a ratio of one student to two faculty members, and faculty members after a one year trial have now guaranteed student involvement on faculty committees in their newly adopted by-laws. Recognizing that involvement is a two-way street, faculty members also participate as consultants in many areas in which students have major responsibility such as orientation, student rights, discipline, clubs, publications, student calendars. The faculty member is not an advisor to an organization; he is a consultant, and his role is carefully spelled out in a set of guidelines. Students assume ultimate responsibility for all clubs and activities, and the consultant provides the resources of his expertise.

The Student-Faculty Communications Laboratory is a significant new development at El Centro College, Dallas. Student leaders have participated in the leadership development program by attending NTL sessions in Utah and through sessions on campus led by consultants. The Student-Faculty Communications Laboratory developed from a suggestion of a student who had attended one of the earlier programs. The purpose of the laboratory is to enlarge understanding of the nature of communication between inter-generational groups. The pilot program took place during a forty-eight hour period in which students, faculty, and administrators lived together in dormitories at an off-campus site. Twenty-four participants, twelve students and twelve faculty and administrative members, were separated into heterogenous groups, each under the direction of a skilled group leader from outside the educational organization. The groups met in five small group sessions and in several large group assemblies, which were designed to explore the barriers to communication between students and faculty, faculty and administration, and students and administration. Immediate gains in insight and understanding were reported, and the college will continue to experiment with this and other group experiences.

Orientation

Another area of great concern to community college student personnel workers is that of orientation. Most orientation sessions are a holocaust of information giving, in which administrators and student personnel staff feel they have done their job simply because they have "told the students." Very few student personnel administrators brag about these kinds of orientation sessions.

The orientation program at Grossmont College, California, has been developed over a seven year period. Originally conceived as a course, students were introduced to such topics as to how to take notes, now to adjust to college life, understanding the rules and regulations of the college, and how to use the college library. In 1964 a survey was made of the students who took the course and compared to a control group exempted from the course. At the end of two semesters it was discovered that the students who had not taken the course did as well on an objective test covering the items studied as did the students who had been through the program. As a result, the counseling department met with faculty and students and developed new objectives for an orientation program which included a focus on the student's need to become more responsible for his own behavior, student's need to gain more understanding about himself as a person and the total society in which he lives, and the need for the student to find other reasons for education in addition to potential financial gain. A new course required of all freshmen now runs for twelve weeks and meets twice each week. The first meeting each week is a large lecture for a hundred and twenty students, and the second meeting is a seminar composed of eighteen or fewer students. The lecturers deal with important issues, often controversial, which include such topics as alienation, student rights, human rights, war and peace, and personal commitment. During the seminar following the lecture students assume responsibility for expressing themselves and encountering the ideas discussed in the lecture. Evaluation indicates that the course may have had a part in lowering the attrition rate, which has gone down from 13% to 3% since the inauguration of the new program. Student, counselor, and faculty feedback indicate that the course has been quite successful.

At Rochester State Junior College - Minnesota, a freshman orientation camp is available for a three-day retreat for the first one hundred and fifty freshmen who sign up. The purpose of the camp is to unite the various groups in the junior college, to develop positive attitudes toward the college, to stimulate a desire in the student to be active in the life of the college, and to encourage the student to explore what a college education really means. Sophomore counselors and volunteer faculty members help lead the camp activities which include buzz sessions, coffee house activities, and recreational activities. More faculty members volunteer to serve at camp than are places available, and a written evaluation indicates that 99% of the campers are overwhelmingly enthusiastic about the experience.

The purposes of orientation at Flint Community Junior College - Michigan, are similar to most institutions, but their approach stresses both contact with a counselor and the small group experience. Each student's orientation session varies with the division of the college he plans to enter. As soon as a student is admitted to the college, a counselor personally notifies him by letter of the time and place of his orientation session. During the session, counselors review information regarding courses, curricula, and help students complete their program. In addition to these activities students participate in a micro-group in order to explore and clarify their purposes for coming to Flint and to share their concerns about attending college. Some divisions utilize the micro-group approach more extensively than others. One division uses a video tape, another involves faculty and students in an orientation followed by a luncheon, and in the Applied Sciences Division orientation continues throughout the first semester.

We have reviewed in this presentation exceptional practices in organization and administration, academic advising, counseling, student activities, and orientation. These are only examples of the many exciting and intriguing innovative practices that are going on in junior colleges all across the country. Hopefully, other junior colleges will develop exceptional practices that will speak to the more relevant needs of students. And hopefully, too, these practices will be shared with other members of the profession through newsletters, journals, and convention programs and workshops such as this. If we are to be the key to success in the development of the community college then such practices must not be exceptional; they must be provided on a regular basis for most students in most community colleges.

Robert E. Lahti, Ph.D.
President
William Rainey Harper College
Palatine, Illinois

Dr. Lahti is a former junior college dean of students. He has also served as a high school director of guidance and he came to Harper College after serving as president of the Lake Michigan Community College in Benton Harbor, Michigan.

Dr. Lahti is a recognized leader in the junior college field. He currently serves as chairman of the American Association of Junior Colleges Commission on Administration, and he serves as a junior college consultant. Dr. Lahti has served as a North Central and Middle States Association accreditation examiner.

He has been one of the leaders in developing the G.T. 70 Consortium of Junior Colleges and currently serves as vice-chairman of the organization.

Dr Lahti has been president of the Wyoming Personnel and Guidance Association, state president of the Wyoming High School-College Coordinating Council, and he is currently on the Board of Directors of the North Central Council of Junior Colleges.

His B.S. degree was received from Black Hills State College and his M.A. and M.A. and Ph.D. degrees from the University of Wyoming.

A PRESIDENT'S VIEW

STUDENT PERSONNEL SERVICES IN THE COMMUNITY COLLEGE

by Robert E. Lahti

I am pleased to have the opportunity to share some of my observations of community college student personnel workers and their programs. My background and experience may allow me to be more technically critical of certain facets of these programs and at the same time empathize with you.

The significance of student personnel services in the community college is many times not understood nor accepted. Decisions about student affairs ... affect radically the intellectual climate of an institution ... and must be considered a vital part of the total educational process.

Today I shall approach the topic by first discussing the depth of philosophical commitment that should be prevalent in an outstanding community college because this best dramatizes the need for a strong student personnel program. Then I will discuss what I consider to be some of the weaknesses of student personnel workers and/or their practices.

With each additional year of experience in the community college field one develops a better perspective of the magnitude of our job and the degree of difficulty attached to it.

Let's spend a few minutes on the challenges we face in fully accepting the community college philosophy and at the same time relate the implication of a strong, well integrated student personnel program. We're all probably familiar with the common verbalizations or claims of the community college and its missions --- this unique institution of higher education, this democratizing agent of higher education, the open door institution, the effective teaching and counseling institution, the people's college, etc. I'm guilty of using all of the aforementioned phrases just as any salesman or entrepreneur is when he tries to gain acceptance of his product by describing its "unique" characteristics. Problems arise when sales get too far ahead of production and/or service.

What are the implications of being an open door college and/or the democratizing agent of higher education? First, are these just salesmanship terms or do we really believe in the community college philosophy? In the real competition for status, do we point with pride to the fact that our institution is enjoying most of its uniqueness because it is carrying out its major commitment to democratic higher education as opposed to the more aristocratic higher education pursued by most other colleges? I'm skeptical about the real commitment of some "community colleges," that I have visited in the past year or so, and of their faculties and their student personnel staffs. The facade looks something like this. You arrive on campus and see the banners, flags, signs, etc., flounting the words "comprehensive community." You begin to read the literature -- i.e., catalogue, brochures, counseling commitment, board policies, etc., and you are even more impressed.

With the next steps of investigation you can begin to clear some of the smoke screen from your eyes. For example, no identified dean of students or counselors, inflexible admissions policies or appeals committee practices -- inflexible probation policies, a narrow L.A. curriculum, the absence of real production on critical issues from faculty committees, the absence of a productive, sensitive developmental program, the inability of the faculty and student personnel staff to articulate and defend the college's philosophy of general education, the failure to suggest possible solutions for curbing the drop-out rate or to suggest possible additions to the curriculum which will offer wider choices for the broad array of abilities being asked to serve, or the tendency to disregard these problems entirely. The existence of a facade masking these flaws is not in keeping with the philosophical commitment of a community college.

For the moment let's assume that the ear marks of the comprehensive community college are visible. Then let us explore how deeply the college must become involved to fulfill its democratic mission. The open door policy is a commitment to serve an array of abilities, or individual differences, perhaps unmatched in any other segment of education. At least, we can be sure that in a community college the job of relating programs to students is much more difficult than it is in the university which skims off the top 10% of graduating high school seniors or sets as a minimum standard an average score of 500 on the combined verbal and quantative measures of the College Entrance Examination Board tests. Someone once described this skimming off of the cream of the talent by the universities or private schools as "The Skim We Love to Teach." I don't mean to be facetious about colleges or universities, I am only trying to dramatize the major differences in our respective missions.

Now, let's look at the real test of accepting our full commitment as the people's college and as demonstrated by a dedicated community college student personnel staff and faculty. This degree of commitment hopefully will not be controversial among us because of its hint of idealism.

Most of us are well aware that general abilities within an individual are rather modest. We also recognize that nearly every individual has potential abilities with which he could excel. If we believe the latter, then the philosophy of the community college morally commits us to seek out these special abilities and develop them as fully as time and circumstances will permit. In other words, a faculty member and a student personnel member performing well within a community college philosophy accept the moral obligation of helping each individual achieve the greatest self-realization possible.

If we agree with the self-realization concept, we may come closer to agreeing with Peter Drucker, the noted management consultant, teacher and author when he said, "There are no dumb children, there are only poor schools." The reasons for being poor are not necessarily the stupidity or incompetence of the teacher, but a shortage or absence of the right tools or right methods. Lack of tools or the right methods, in many cases, may be a lack of an effective student personnel program.

In summary, the open door college commits us to:

1. Being far more democratic than aristocratic.

2. Relating to more kaleidoscopic abilities within our collegiate society than any other segment of higher education.

3. Accepting the moral obligation of helping each individual achieve his greatest self-realization.

Said in another way, the true community college fits into the context of a liberal educational philosophy. Specifically, the educational purposes of a community college suggest that it tends to be much more interested in the development of people than in the development of pure research or the discovery of new knowledge.

Now we should be at the point of discussing the applicability of a strong student personnel program in the comprehensive community college.

First, well-trained student personnel professionals are perhaps the key members of a college staff who should be able to look at the individual as a whole. Most other faculty members are trained primarily in a discipline which is intended to make a fragmented contribution to the individual's educational career. Second, it takes a psychic-physiological oriented individual to keep his focus on the whole of an individual rather than a part.

Now, how well are community colleges doing in educating or caring for the whole of an individual? Campus riots, student evaluations of teachers, claims of irrelevant education, demands for a "participative democracy" are substantial evidence that the university has lost sight of the individual as a whole in the educational process. The community college should take its cue from this type of activity on the university campus, and continue to focus on the development of people through a well integrated student personnel program in the entire academic process.

Let me propose what I consider to be one of the best methods of insuring that a strong student personnel program will appear and function effectively on a community college campus.

First, the community, the board of trustees and the president of a college have to understand the true philosophy of a comprehensive college and be willing to spend the dollar that is necessary to keep this commitment (assuming the dollar is available). Here lies the first and perhaps the most important element in assuring the development of a successful student personnel program.

Second, the president should search far and wide for a well grounded community college oriented student personnel dean to assume the leadership for this program.

Third, the student personnel dean should draw up a program of services needed to carry out this commitment and obtain board of trustee support and presidential backing for carrying out this responsibility.

Fourth, it is the responsibility of the student personnel dean to integrate the program into the entire educational process of the college in conjunction with the academic dean and faculty.

Since the elements of a strong student personnel program is scheduled to be the main thrust for your workshop, I will not take the time to enumerate them. I use, as my guide, the American Association of Junior College's publication "Junior College Student Personnel Programs -- What they are -- and what they should be."

If a student personnel dean will follow the aforementioned process and is successful in gaining the support of the board of trustees and the president, the remaining execution will then depend on the expertise and administrative ability of the dean who has been delegated this charge.

For the remaining portion of my talk, I am going to discuss some of the areas where student personnel workers, or their programs, need improvement.

1. Community College Counselor or student personnel worker graduate programs need to be evaluated or given special consideration.
    a. Community college counselors are generally oriented to liberal arts or baccalaureate degree counseling and advising, whereas in the community college the terminal or occupational student is of tremendous significance.
    b. Counselors or student personnel workers need much more knowledge about the U.S. labor force and labor market in order to more effectively counsel occupationally oriented students.
    c. Counselors could utilize a better command of statistical methods of research and evaluation in their every day work.
    d. Counselors need to develop a better understanding of general education and its relevance to counseling.

2. Student personnel workers need to improve their abilities to generate sound follow-up studies, evaluations, and validation studies -- studies that will have more institutional impact or cause change to take place.

3. It is absolutely essential that an outstanding student personnel program have data processing time available for processing data. Given data processing time and well designed studies, one should expect wiser decisions and recommendations and more effective services.

4. Student personnel workers need to communicate more effectively their body of knowledge and discipline -- i.e., presidents, academic deans, business managers, teaching faculty, etc.

5. Student personnel programs need to be integrated with instruction, into the entire educational process, rather than existing as a service off to the side of instruction. The instructional and student personnel staff must come closer together in planning and educating.

6. Student personnel leaders should be taking a leading role with the instructional faculty in setting up meaningful developmental programs for the low achieving sector of the community college population. The old approach of Orientation to College of Psychology 99 is not the answer.

7. Student personnel workers need to be more active in articulating down to high schools rather than concentrating almost solely on articulation upward to the prestigious colleges or universities. When student personnel workers are more effective at articulating downward, I think we will see more sensitivity to occupational counseling and advising.

8. Student personnel administrators need to place more emphasis on counseling and other services for the part time and on the potential or actual drop out since these elements comprise a significant part of the community college population.

9. Are student personnel workers listening to the students on today's campuses? Shouldn't an effective personnel organization be able to recognize when a "critical mass" of tension and frustration is developing on campus?

10. Are student personnel workers and presidents of colleges understanding the symbolic language being used by students in their demonstrations? They want a "participative democracy," an end to "passive learning" and "irrelevant education." They want a shield similar to faculty members tenure system to protect them from the "capricious power" of the university.

    Let me further delineate what is meant by "capricious power" by reading a quote from a paper given by Joseph Whaley, an Antioch graduate student, at the recent ACE meeting.

    > "University power over students is applied both subtly and openly, through displays of force. For example, a dean often has at his disposal a graduation of means which range from refusing to admit a student, notifying parents, entering a black mark on a student's record, referring to a disciplinary committee, altering grades as a punishment, suspending or expelling the student, and even calling in the police. Faculty members, for their part, exercise control by their assigning of grades, by their deciding whether a student will continue in their department and whether he will be granted a degree, and ultimately by their possibly writing references to an employer or graduate school. This spectrum of possible hidden or direct retribution faces any student who questions an act or practice of the university. Many students have seemed to reason that it is better to keep silent, since graduation is only a few years away."

11. Student personnel supervised student government is being called a "mockery" on many college campuses today. What can student personnel workers and college presidents do about this charge? The

claim is that student government elections do not elect the true representatives or leaders of the student bodies, and when the administration is talking to these people, it is not utilizing the spokesman for all the students. We'd better start searching for techniques to identify and utilize the informal as well as the overt leaders. Perhaps we should keep in mind the words of Adlai Stevenson who noted

> "The essence of governance is consent -- not command."

I'd like to close by emphasizing that the society of collegiate education is under attack from many forces who wish to have a voice in running the organization. We may sit here today and say that it probably won't happen on the community college campuses, but we'll be fooling only ourselves. Let me illustrate by mentioning a few incidents in Florida, New Jersey, Michigan and California .....

These are just a few examples. There are predictions that the 1968-69 collegiate year will be the most violent in the history of U.S. higher education. As I see today's picture, our ability to tolerate, to communicate and to facilitate the needs of students is being seriously challenged.

An effective student personnel staff is in the best position to forsee, to be forewarned, to help the college deal with and alleviate, if not completely solve, the causes of frustration before a confrontation is inevitable.

Jane E. Matson, Ed.D.
Professor of Education
California State College
Los Angeles, California

Dr. Matson is one of the leading authorities on junior college student personnel programs in the country. She has served as Specialist in Student Personnel Work for the American Association of Junior Colleges on a full-time basis from 1966 until the fall of 1968 and now serves on a part-time basis.

Dr. Matson also worked on the Carnegie project for the Approval and Development of Junior College Student Personnel Programs and served as coordinator of the Training Resources Project.

Dr. Matson has been a counselor and instructor of psychology in two California junior colleges as well as a counselor for the Veterans Administration, the U. S. Employment Service, and the U. S. Navy. She is a graduate of the University of Chicago and received her M.A. and Ed.D. degrees from Stanford University.

Dr. Matson is currently Professor of Education and Coordinator of the Junior College Student Personnel Training Program at California State College at Los Angeles.

TRENDS IN JUNIOR COLLEGE STUDENT PERSONNEL WORK

by Jane E. Matson

The community college is experiencing a pattern of growth and development unparalleled in the history of education. New institutions are being created at an unprecedented rate and enrollments are increasing in already operating colleges in phenomenal proportions. There is no doubt that the American citizenry has become convinced that post-high school education is highly desirable and while there are differences of opinion about the dimensions of the educational services and the priorities by which they are to be offered to the public, there is no question that post-secondary education is considered almost essential to a satisfactory level of economic and social existence in the United States. But in spite of burgeoning numbers of colleges and enrollments, there are still large segments of the population whose educational needs are not being met and who are becoming increasingly aware of the shortcomings of the American educational system. In spite of the currently prevalent positive expectations of the community junior college across the country, there are signs of trouble ahead and those who are intimately involved in the movement should not be lulled into complacency.

Junior colleges are still far from achieving their widely-professed goal of extending appropriate educational opportunity to a broad cross-section of the population. Dropout and failure rates are high, large groups of the population are completely missing or grossly under represented in our student groups. Some of the educational responsibilities which the junior college has claimed are being assumed, almost by default, by other community groups and agencies. There is considerable evidence that the junior college, generally, is not doing all it could, all it should, nor all that it claimed it would do, to democratize educational opportunity. There is no question of the enormity of this task nor its difficulties and pitfalls. But there are many who have faith in the ultimate ability of the community junior college to accomplish this task at a level which will justify its stated aims and objectives.

Student personnel specialists bear a disproportionate responsibility for the ultimate degree of success or failure of junior colleges to achieve their objectives. The effectiveness of educational institutions can be measured in terms of their success in meeting the educational needs of their students. The initial assessment of educational needs, the appraisal and interpretation of significant personal characteristics and their implications for learning and the nurture of the student as he moves through the learning environment are prime functions of student personnel workers. Unless these responsibilities are discharged at some minimal level of adequacy, students have greatly diminished chances of experiencing success in junior college. If students fail, the college also fails.

Junior college student personnel work is inevitably affected by the human frailties and inadequacies of those who contribute to it. The Carnegie Study completed in 1965, presented a somewhat dismal picture of the state of student personnel work in American junior colleges. In the past three years, there has been some improvement in the quality--and quantity--of student personnel work in a number of junior colleges. The Carnegie Corporation has made it possible for the American Association of Junior Colleges to facilitate and, in some cases, to implement developmental activities in the field. In spite of these efforts, with the growth of junior colleges, in both numbers and enrollments, the demand and need for student personnel services far outstrips the capacity to provide them at a reasonable adequate level.

1. Professional Preparation

If some of the trends which can be observed are examined, prescription for further improvement may be discerned. The supply of well-trained professionals to assume responsibility for carrying out student personnel functions is hopelessly inadequate. The availability of pre-service programs of professional preparation is limited and those which are offered, in many cases, are not as appropriate or specific to the junior college setting as is desirable. In-service training, which was revealed in the Carnegie Study to be one of the most poorly performed functions, still needs much attention. Perhaps the most important resource of in-service training is the junior college itself and even with less than adequate information it is apparent that many colleges are not bearing their full burden of responsibility.

2. Organizational Patterns

There is an unmistakable trend toward centralization of student personnel functions and the responsibility for them. The unbrella type of administrative structure which groups related student personnel functions is becoming more common. The chief administrator is more likely to be supervising most of the services traditionally classified as student personnel and increasingly reports directly to the chief administrator of the college.

3. Staffing Pattern

Junior college student personnel positions are increasingly full-time assignments. The grouping of functions and the number of levels of supervision vary in terms of a college's size and administrative structure.

The use of sub-professionals in the student personnel area holds promise for the future but the potential of this development is still very obscure. The role of the faculty in the entire range of student personnel functions is not clearly defined. The rather common practice of using faculty as educational advisers is fluid, rising to full tide in some colleges and ebbing to a trickle in others.

4. Counseling

While still a key function, the counseling function seems to be undergoing some re-definition. Its ultimate dimensions are still unclear but there can be little doubt that change is occurring. In some colleges, the four-year college concept of a counseling center serving only a small percentage of students is emerging. In others, counselors are assuming more responsibility for working with students and teachers in the alleviation of learning difficulties.

5. Out-of-Class Programs

Well-defined trends in this area are difficult to identify. In a few colleges, efforts are being made to bring some significance and relevance to the out-of-class programs, including student government and other activities. In others, there is still complacency and persistence of the same traditional approach to the extra-curricular programs.

New Directions

There is considerable evidence to suggest that the community junior college is moving into a critical period in its brief history. If its goal of democratizing educational opportunity is to be even approached, educational expertise will be needed in great amounts. Student personnel workers must assume appropriate responsibility in this monumental effort. This may require almost complete re-designing of the structure or framework and even the content or practices of student personnel services.

If it is assumed that the community junior college is dedicated to the objective of providing as appropriate as possible educational program for students, both those presently enrolled and those who should be enrolled, some possible directions for student personnel work can be described.

1. Closer relationship between the student personnel functions and the instructional program. In this process, more cohesion and less fragmentation may lead to an erosion of the severe lines of demarcation which are frequently found between instruction and student personnel functions.

2. Focus on the college as a setting for intensive and extensive learning experiences in which all students will find relevancy.

3. Development of methods of not only describing student populations in a wide variety of dimensions, but also interpreting these characteristics in terms of their implications for learning.

4. Increasing emphasis on responsibility of the college to the total community with the extension of personnel and instructional services to the non-student population.

5. Definition and implementation of new role for students involving increased responsibility in planning and executing educational programs and more significant participation in the governance of the college.

As these new directions become clarified and more distinct, the student personnel specialists must adapt to the new dimensions of their roles which are implicit in these trends. By virtue of their areas of responsibility in the college, the student personnel staff is likely to be better prepared to provide leadership and assistance in defining and interpreting new roles for students, faculty and administrators. The student personnel workers who will contribute most to the junior college will be generalists prepared to cope with broad areas of problems which students encounter as they seek meaningful educational experiences. Instead of the traditional areas of specialization, such as counseling, financial aids, placement, etc., specific areas of expertise might involve special skills in working with the disadvantaged urban populations, with rural youth or with developmental or remedial education programs. Student personnel workers will be skilled in the roll of consultant to student, faculty, parents and prospective employers as each of these groups strive to contribute to educational experiences which will be of maximum value to students.

New skills and knowledge will be needed and the responsibility for acquiring them must be assumed by student personnel workers themselves and those who are involved in their professional training.

But the opportunity to utilize these new skills and knowledge will depend upon the support provided by the power structure of the junior college. Without adequate support from governing boards, faculty and administrators, student personnel specialists will be unable to make their unique contribution to the junior college community. This support must be in tangible form, including sufficient funds and adequate personnel to effect an effective program, and intangible form as well, the major dimension of which will be the commitment of the faculty and administration to the significance of student personnel work in the achievement of the ideals and objectives of the community junior college. To warrant and ensure this commitment, student personnel workers must demonstrate a reciprocal conviction to the ideals and philosophies regarding the other members of the team. With a strong team effort, the community junior college may accomplish its claims in even broader dimensions.

Max R. Raines, Ph.D.
Associate Professor of Administration
and Higher Education
Michigan State University
East Lansing, Michigan

Dr. Raines has held his present position since 1965. Prior to that he was dean of students at Flint Junior College, Flint, Michigan for nine years. His experience in counseling is extensive having been head counselor of men's resident at Indiana University for three years and director of counseling for five years at Appalachian State Teacher's College in North Carolina.

Dr. Raines served as director of the Carnegie project for the appraisal and development of Junior college student personnel programs completed in 1965. He has served as a student personnel consultant to a number of junior colleges and he is recognized as a national leader in this field.

He received his bachelor's degree from DePauw University and his M.A. degree from Indiana University. His doctorate was completed at Michigan State University.

A LAST CHANCE TALK ON STUDENT PERSONNEL WORK

By Max Raines

I must say that being invited to give a "last change" talk does aggravate one's paranoid tendencies. At least it gives me a golden opportunity to present what might be called "pompous pontifications" or "pious platitudes." At first I thought I might talk on "how to love student personnel workers without really trying," but I realized that Jim wanted a longer presentation.

I have decided to address myself to several facets of student personnel work. While I have a script, I will probably "stray and spray" in my supplementary comments. You may feel quite free to interrupt with comments or questions.

Orientation or Preparation

A number of characteristics of the community junior college suggest the need for broader view of student orientation. Among these are the following: the recent emergence of the comprehensive and egalitarian concept of higher education as typified by community junior colleges; the economic and geographic accessibility of the institution; the rapidity with which these new institutions are being established; the mounting pressure for education beyond high school; the number of students commuting daily from homes that have had no previous contact with college; the presence of a wide range of occupational curricula not found in more traditional institutions; and the wide range in ages, abilities, interests, and goals represented among applicants.

The community is the daily environment of the student who attends the local community college. Family members, friends, employers, professional personnel in various schools and agencies (as well as former students) play significant roles in the lives of students who attend the college. As agents of orientation, their influence outweighs the influence of the college staff itself. Consequently, it is highly important that these agents of orientation be given as much direct experience with the college as possible so that they may base their attitudes and knowledge upon something more accurate than hearsay.

My current involvement with developing community service programs makes me acutely aware of the need and the potential of such programs for creating a community environment that will provide a positive but realistic picture of the college to youth.

The processes of decision making are of considerable significance in the education of the individual. Decision involves not only information but also clarification of one's attitudes. Adequate decision making is enhanced by the individual's growing confidence in his ability to make satisfying decisions. Persuasive advice may resolve immediate problems but it also postpones the sense of responsibility for making decisions.

The potentialities of mass media, campus visitations, and conferences, and cooperative alliances with personnel in various feeder schools and in social agencies suggest the need for enlisting the assistance of key leaders with the community. These leaders acting in concert with members of the college staff and under competent coordination from a qualified staff member will find themselves engaged in something more fundamental than "public relations" and concerned about problems that run deeper than the usual concept of "institutional image." They will find themselves dealing with problems urgently related to achievement of fundamental goals within our society.

Record Keeping and Testing

The non-selective college appraises its incoming students, but for reasons that differ from selective institutions. While the latter is forced to make decisions regarding the acceptability of students, the open door college is concerned (or at least should be) with effective placement of students in courses and curricula from which they can profit. "The right to try" is an expression of the opportunity function, however, it is not necessarily a carte blanche. There is a considerable need for students to have competent professional assistance based on an insightful appraisal of their progress and prospect for success in various courses.

Considering the diversity of experience, background, abilities, attitudes, and goals and the complexities of career development, the need for an adequate longitudinal appraisal of personal development as well as the cross-sectional and normative appraisal obtained from standardized tests. At the same time, the values of test data cannot be fully realized unless efforts are made to validate their predictability within the local college setting. A concentrated cooperative effort between the instructional staff and the student personnel staff is essential if such predictive data is to be developed.

Once the college has recognized the importance of accumulating adequate data as a basis for appraisal, they must then recognize the conditions for effective implementation. "Records for records sake" represent a sheer waste of staff energy. At the same time, translation of recorded data into profitable use on behalf of the individual student presents a considerable challenge. Those staff members who are to make use of the records must also be involved in an active effort to determine the nature of the data that is needed. They must also be involved in a continuing evaluation of the accuracy, continuity, accessibility, and adaptiveness of the information.

The relationship between total life experience and career development speak strongly for continuity and comprehensiveness in records. It seems quite likely that the strong tendencies toward unrealistic aspirations might be counteracted if these students were provided an opportunity to consider realistic alternatives with a professional counselor who is capable of introducing such alternatives at the right time. Such assistance will not emerge from records limited to a high school transcript, and to a hastily completed admissions form, nor will it spring forth from an extensive but jumbled mass of seemingly unrelated data.

With the increasing quality of secondary testing programs and the greater use of national or statewide testing programs in high schools, the junior college must avoid unnecessary duplication of testing results.

If one gives careful consideration to the variety of sub-groups within the student population he is likely to question the value of a "canned testing program" in such a setting. Does the young candidate for mechanical technology need to take one more test to prove his inadequate mastery of the English language already reflected in high school grades? What do the grammar scores of a 35 year old evening student really indicate when compared with the scores of a student fresh from a high school English class? Should the potential honors student be subjected to the same tests as the student with a very limited potential? In short, after careful examination of high school transcripts, previous employment records, and other non-testing sources, might it not suggest the possibility of adaptive testing geared to the needs of various subgroups within the student population?

Counseling and Advisement

If we are committed to individual self-realization in our society and if we are forced to use mass education to achieve this goal, then every effort must be made to individualize and personalize the educational process. While our responsibility is clear, our efforts lack consistency, and our success is left primarily to the elastic measuring rods of opinion. The anonymity of urbanization, the insecurities of social and geographic mobility, the intensified conflicts among sub-cultural groups, the dramatic changes brought about by computer technologies are but a few of the factors which speak strongly for personalization of the educational process. The junior college experience comes at a very critical time in the lives of students. Their decisions are apt to determine their life situational patterns for many years.

There is at least tacit awareness of these needs in most every college program. In general, everyone agrees that students deserve opportunities for periodic consultation with various staff members who might assist them in resolving a variety of problems. The agreement, at least in practice, seems to be less clear in matters concerning how often, what people, in which capacities, and under what circumstances should be available to discuss which problems with what students. Regardless of any organizational structure certain matters are clear. Most students will talk with instructors about their progress in his class. Many students will seek assistance in preparing class assignments more effectively. Some students will discuss various career possibilities with those instructors for assistance with a variety of personal problems. The main issue seems to be whether to depend primarily on faculty advisors for this assistance by assigning them a certain number of advisees or whether to depend primarily on counseling specialists.

If faculty members are to be used as advisors in the junior college setting, it seems that several conditions are of importance. The advisors must demonstrate an interest in such responsibilities and a willingness to participate in a well-developed program of in-service training. They must have some reduction in their teaching loads so that they will have adequate time and will be included to attach a sense of significance to their advisory commitments. A nucleus of trained counselors should be available as referral sources. The advisors should be assigned advisees that have interests in the fields that are within their own specialities. They should not be assigned students who have not entered into a fairly strong commitment to a career.

The diversity of problems likely to be encountered in heterogenous population of the open door college and the complexity of decisions to be made at this time speak strongly for a sufficient staff of trained counselors. It seems likely that an institution which initiates its consultative functions with counseling specialists and then seeks productive ways of involving other members of the staff will develop a stronger program than one which skirts the problem by designating every staff member as a counselor with the idea of employing specialists if and when the need arises.

While many practitioners emphasize that group methods merely increase the numbers seeking individual attention, it would appear that many informational needs can be met in carefully selected sub-groups which share common career interests, thus providing more individual time for counsel to aid students in clarifying their attitudes toward the information.

Involvement and Commitment

Since man does not live by classroom intellect alone, it is appropriate that the learning process be pursued outside the classroom. The term "social" when viewed in its broadest cultural sense and the term "involvement" which suggests interaction with others in the pursuit of common goals seems best suited to describe this dimension of student personnel work. Many critics of "student activities" have associated this term with the meaningless pursuit of shallow experiences (pantie raids, telephone booth gymnastics, and a variety of senseless endurance contests).

An effective program of social involvement must foster creative learning experiences which are matched to the responsiveness of students and to the nature of the institutional climate in which they operate.

Consequently, there are several characteristics of the community junior college and its students which have ramifications for the effective implementation of social involvement functions. Home dwelling students relieve the college of many _in locus parentis_ responsibilities. Commuter students have a variety of competing commitments such as family, employment, organizational memberships, and previously established peer groups. Social, recreational, political and religious resources in the community satisfy many social involvement needs. The majority of the students hold a highly transitory affilitation with the college and this sense of temporariness conditions their involvement in campus life. Continuity of student leadership is highly tenuous and there are not seasoned upper classmen to provide stability to activities or to perpetuate traditions.

Students who respond most readily to a program of organized activities in this setting are usually found among the "collegiate minded" students under 21. At the same time, certain informed and more spontaneous activities will attract some part-time, some adults, some evening and some married students. The significance here is that a social involvement program must be conceptualized in terms of a variety of important sub-groups within the population.

Vocationally oriented clubs hold particular significance for the junior college. The information atmosphere of the engineers club, the business club, or the pre-law club can be helpful in resolving conflicts between commitment to career and tentativeness in the appraisal of a career.

The citizenship function of the community college holds implications for social involvement of students. Experiences in self-government, participation in policy making decisions, planning budgetary expenditures, consideration of critical social issues, involvement in social and cultural events are all related to participation as an effective citizen. The constructive and satisfying use of leisure time is increasing in its significance as part of the education of college students.

Controversy can be used to enliven and enrich the intellectual lives of the students. The increasing involvement of university students in social action groups and their readiness to demonstrate for causes, is having considerable impact upon our view of the extra-curriculum. Administrators who have thought that winning athletic teams, attractive student union buildings, well managed resident halls and a variety of recreational activities would "keep the troups from getting restless" are having to re-examine the purposes of their programs. Without belittling the contributions of these resources, one must acknowledge that they are not enough. If our student leaders are concerned with deeper social issues, then as education institutions we must teach the processes for constructive consideration of the issues.

Whether the social action trend will spread among community based junior colleges is not entirely clear. Certainly in those cases where it has developed, the reverberations within the community and the college have been considerable. We must recognize that certain factors complicate the problem for community junior colleges. Taxpayers living next door to their college tend to feel that the college must teach college youth to be "right thinking." Action groups within the community are not unaware of the potential recruits among community college students and the prestige of the college rostrum. Student leaders (almost without portfolio) can arise overnight if they are articulate about crucial issues; they can gain ready support for their right to be heard from those who are concerned with academic freedom, student freedom, and freedom of the press. Mass media within the community soon learn that heated controversies within the college make good copy. When one mixes the everyday stresses that arise among board members, administrators, faculty and students, the potential explosiveness is immediately apparent.

All members of the college community must come to some common understanding of the education values of the social involvement functions and which kinds of activities are most likely to achieve which goals. An engineers club may spend its time planning a dance to raise money for a bigger dance and seldom or never concern itself with examining the many facets of a career in engineering. A dedicated staff of students may work hard putting out a yearbook for fellow students, half of whom have withdrawn from college by the delivery date. In short, the participation functions must be continually evaluated in terms of the students they serve and the climate in which they operate.

If controversial issues are to be handled constructively, policies and ground rules must be established. The effectiveness of the policies in times of crisis will probably be in proportion to the previous involvement of representative members of the faculty, the students, the community and the administration in policy development. A college that is unafraid of controversy is the one most likely to make use of its educational potentialities and to prepare its students for a more effective and constructive citizenship.

John Muchmore
Assistant Professor of Speech
William Rainey Harper College
Palatine, Illinois

Mr. Muchmore has taught speech and English at the grade school, high school, and junior college level. He has been involved in the theatre having directed several plays at the college level. He has been elected by his colleagues to the Harper College faculty senate and now serves as secretary to that group.

Mr. Muchmore is a graduate of Eastern Illinois University having received both his B.S. and M.S. degrees there. He is currently completing requirements for his certificate for Advanced Study in Rhetoric at Northern Illinois University.

FACULTY PERCEPTIONS OF STUDENT PERSONNEL SERVICES

by John Muchmore

When Dr. Harvey invited me to speak before you on the topic of Faculty Perceptions of Student Personnel Services, I quickly accepted. You may regard that quick acceptance as testimony to inherent streak of ham in my person rather than a grudge against student personnel services. A short time after that acceptance my humility returned and an accompanying feeling of anxiety began to emerge. The anxiety was a result of my assessment of the audience. It occurred to me that I would be facing an audience well schooled in the methods of statistics, and a group familiar with the techniques of surveys. A fear that I would have to do more than just talk, led to my apprehension. It was fruitful worry, however, for it led me to do homework that I might otherwise have avoided.

My first step was to turn to a little book which has served me well on several occasions. That book, Issues and Answers by Roger Garrison, is a collection of faculty attitudes about a number of important topics facing the junior college faculty member. And indeed, Mr. Garrison had treated faculty perception of student personnel services. He said, "...a recent and deeply significant study of this whole area explores it in detail." The study Mr. Garrison alluded to was Junior College Student Personnel Programs: Appraisal and Development, a study prepared by the AAJC for the Carnegie Foundation.

I thought that my task had been completed--that I would need only to abstract materials from that report and organize them in a manner corresponding to the topic of this speech. Mr. Garrison was quite correct when he called this a detailed study, but its revelations concerning faculty attitudes about student personnel services were extremely limited. Perhaps one of the most significant statements was that conclusion offered by Donald P. Hoyt in his selection, "Research Needs in the Junior College." Hoyt concluded that, "the conference participants were sensitive to the cooperative nature of successful educational experiences. They were agreed that isolated efforts by faculty and student personnel workers were much less potent than consciously integrated approaches. Yet concern was expressed that the mutual acceptance and respect which underlies such cooperation was too often lacking. This concern evolved into the research question: 'What personal and situational variables are associated with faculty acceptance of student personnel workers?'"

Equally important was the conclusion reached in the foreword of the same report. "Without administrative insight and support these services will always be starved financially and they will fail to attain legitimacy. But legitimacy is also dependent on the understanding, participation and backing of faculties." Certainly, there are the implicit suggestions in these conclusions that 1) faculty perception of the student personnel program is significant; and 2) that the nature of this response will affect, to a greater or lesser degree, the success of the student personnel program.

It is my intention to relate some of these perceptions and attitudes to you. If this intention seems somewhat inconsistent with my earlier stated fears based on your collected expertise in the areas of statistics and surveys, I should reveal that it subsequently occurred to me as I examined some of the literature concerning this topic that you would also be experts in the field of judging subjective responses. You may, as I speak, feel free to exercise that ability to judge the relative merits of my subjective statements. I do, however, assure you that these comments are not my own creation but instead represent reactions that I have either heard or, if I may use the term, "felt" frequently.

At this point, a qualifying statement is in order. I am, as you are aware, a staff member here at Harper College. I should not want to convey the impression that the reactions I report are either unique to or even necessarily applicable to Harper. I assure you, they have a broader base than that.

The second qualifier which must precede my comments is this: There are many faculty members who understand and appreciate either much or all of the role of student personnel workers. In addition, many faculty members are aware of and appreciative of the sincere and effective efforts of dedicated and competent student personnel workers, but to convey only compliments would, I think, lessen greatly the value of the time you spend here this morning. I shall, in the main, work the other side of the street, the side where the problem attitudes reside.

In the Carnegie report, Dr. Max Raines identifies the functions of the student personnel program in the junior college. He suggests that the student personnel program is designed to support the instructional program, respond to student needs and to foster institutional development. In order to accomplish these ends, Raines suggests that the program may be structured in a number of ways. He lists these "five administrative units" as one possible manner:

1. Admissions, Registration and Records.
2. Placement and Financial Aids.
3. Student Activities.
4. Guidance and Counseling.
5. Central Administrative Units.

In the course of my remarks, I will allude to faculty perceptions of the first four of these units, but I have chosen to make brief references to a unit called "Food Services and Bookstore' and to forego attention to "Central Administrative Units." The extent of my remarks will vary according to the worth I attribute to the remarks and the significance they might bear.

Initially, let us consider the bookstore and cafeteria. These areas are relatively free of controversy, and I suspect that you could join me in predicting faculty perceptions in these areas. Faculty members, for the most part, appreciate the bookstore services, particularly when they include a discount, a charge account and are generous in accepting faculty eccentricities such as ordering books the night before they are to be delivered.

As to the cafeteria, what does one say? When both faculty and students can get roast prime rib, a baked potato, salad, a cocktail and coffee for 35¢ they will probably demonstrate against the cafeteria as the source of obesity.

Moving into what is meant to be a progressively more serious discussion, I turn to the unit called Admissions and Records. To begin with, the faculty members does concede a necessity for this unit--perhaps, however, not as great a necessity as you might anticipate. The instructor knows he must have students in order to survive, and he appreciates the fact that the registrar and admissions officer get them for him. On the other hand, if students appear for his classes, as if they (the students) were divinely ordered, the teacher is likely to assume that he no longer needs the registrar and will allow the student to enter class. While this may seem to be an attitude that is seeking to destroy all that your offices stand for, I suspect that it is merely a remnant of the rebellion against the take-over by machines and that eventually there will be complete surrender. The faculty member appreciates you for another reason, that being that all scheduling difficulties can be attributed to your office. Again, in a manifestation of their belief that the office is necessary but not terribly important, the faculty member will frequently alter classes and room assignments on his own. In total, there is the feeling that registrars are red-tape fiends. If you look for an answer to this problem, it will be a difficult one to find for its cause resides in that unexplainable reason as to why some become teachers and some become registrars. It does, however, point to an attitude that has, I believe, considerable validity. This is the belief that offices take as much time as they please to do things but inevitably call for immediate responses to tasks they define and assign. The most notable example would be semester end grade reports. There ought to be some means whereby there is always at least an intervening weekend between completion of exams and grade reports.

The Office of Placement, Financial Assistance and Housing is one of those offices whose effect is not immediately felt by faculty members and, as a result, perception is limited. It should be noted that many faculty members are glad to be able to point to a causal relationship between the job the placement/aids office obtained for a student and his low grades. It is seldom that anyone concedes a reverse causal relationship.

Again, there is an awareness of the need for such an office, but there is a general ignorance as to how broad the role of the office is. A particularly important question that should receive an answer is: "How many students are able to go to school because of aid?" Also, there is, it would seem, merit in conveying to faculty members material explaining certain sets of working circumstances--not because, and this must be made clear, the teacher should give special privileges to a particular student, but instead because no student who is an active supporting member of a household who figuratively breaks his back working because of necessity and who is taking course work in an effort to improve his lot should be accused of being a lazy student.

I think that one more reference concerning the role of this office might be in order. The majority of faculty members are themselves parents and many have children who are either in or intent upon going to college. The opportunity this office has to convey general information that the faculty member might otherwise remain ignorant of or embarrassed to ask about is great.

At this point, we turn to the office of student activities. I submit that no small number of faculty members feel that students should come to school "for an education" and that this office is an unnecessary one. They do concede that student activities serve as a safety valve--that is, they provice escape for that, metaphorically speaking, steam of hot young blood. The next faculty attitude one might sense where student activities are concerned is one of suspicion--the suspicion that the student activities people have been hired for the specific purpose of forcing faculty members to do more work. Indeed, with the advent of formal student activities there comes the concomitant need for persons to supervise those activities--and where do the supervisors come from--from the ranks of the teaching faculty. You must acquire those supervisors though so however reluctant you may be, either you request that faculty members aid you or students initiate that reguest. However the request is made, you are likely to encounter resistance even if the resistance eventually crumbles. As to the why for this resistance, let it be said that the student initiated request will probably be more successful, simply because it is flattering. The Director's request will be less successful, because "he's asking me to do his work," and I would, incidentally, suggest that the more the director is getting for his work, the more resistance he will encounter. However flattering the students' request may be, there is still likely to be resistance for two major reasons. The first is that faculty members become pigeons. One acceptance leads to future requests, and those who are initially willing soon begin to feel used. If they do not feel it, rest assured that one of their fellow faculty members will soon call attention to it, frequently in a somewhat derisive manner. The second reason is that there is too frequently a lack of genuine recognition of commitment.

I do not pretend to have solutions, but I would take the liberty to offer two that are not uncommon, but which could not be described as universal. The first is that the Director of Student Activities and Departments would combine activity responsibilities with regular teaching assignments and reward the instructor accordingly. This is the approach so frequently used in the area of athletics. The other possible solution would be to establish an independent system of compensation for the assumption of such duties.

Another attitude that resides among the faculty relates to your choice of programs. The very nature of the programs is often open to negative reactions as is the method by which programs are selected. I submit that if you were to take an anonymous poll of faculty members, the majority would criticize the sometimes too esoteric quality of the programs, and I am certain that the students would frequently concur. The planning of these programs seems to me an ideal place for equal representation of faculty and students or perhaps a student majority.

I would be remiss if I failed to make at least a passing mention of the matter of discipline, for responsibility for disciplinary action seems to reside somewhere in these offices. I would suggest here that the attitude expressed by some faculty members will be in opposition to your position--whatever that position might be.

At this point it seems wise to hesitate briefly in order to emphasize what may or may not have been obvious. As I have thus far listed faculty attitudes, I have frequently indicated that I thought the attitude reflected an unfair assessment. Whether the attitudes are fair or unfair is, of course, irrelevant. Your aim is to build as sound a program as you can. It becomes, therefore, necessary for you to alter both the fair and unfair attitudes when they represent disintegrative attitudes. Hopefully, you will alter the fair ones by remedial measures and the unfair ones by communication. Further, it should be noted that the preponderance of the disintegrative attitudes that I have called attention to are either in part or in total matters of communication.

Communication and its attendant problems lead naturally to that last area of student personnel services that I shall consider today, the area of counseling and guidance services.

I shall dwell at some length on this aspect of student services because I regard it as 1) a nearly unique and a most significant function of junior college student personnel services and as perhaps the most important, and 2) the aspect of student personnel services which suffers most from negative perception on the part of faculty members.

I happen to believe that guidance and counseling services suffer an--and you must forgive me for this overused term--image problem. Part of this image difficulty may be a purely semantic one resulting from the decision to call yourselves counseling agencies. Whatever the cause, the problem is a serious one.

To begin, let us consider the relative position of the junior college counseling and guidance department. In terms of name, there is substantial precedent for your existence, for colleges, universities and secondary schools have long had counseling departments. In terms of aim, however, quite the opposite is true. The majority of four year colleges and universities have academic advisors, and some are able to offer psychiatric and psychological counseling. But there are not nearly so many that attempt to offer the broad career, academic and personal counseling that you intend to offer. The effect that this has on your efforts is that many of those faculty members who come from the four year institution respond to you in the manner in which they have been trained; that is, they generally ignore you. In secondary schools, and here it is necessary to note that there are some ideal secondary counseling situations, the concept of counseling has been sold, but in practice, it is not unusual to find counselors responsible for such varied tasks as schedule making, attendance taking, the making of truancy calls, administering minor and sometimes major discipline, arranging college visits, and finally offering some personal counseling. The junior college faculty member who comes from the secondary school is likely to bring with him the attitude that you are harassed clerical help.

Staff members who come from industrial situations are likely to perceive the counselor in light of industrial counseling; that is, a counselor who insures that the counselee will contribute as much as possible to the organization.

Finally, the faculty members who come from existing junior colleges will likely bring a sympathetic attitude concerning your aims.

What are these attitudes? First, there is the null attitude, the "ignore them and they won't bring any particular grief" attitude.

There is the belief that counseling services are "window dressing" and should not really exist--that, in fact, people old enough to go to college are old enough to make it without "hand-holding." It is interesting to note the frequently stated and ironic observation, "except, of course, in the case of really serious problems."

There are those who believe most sincerely that counselors do not really work very hard. It might be wise to consider the reasons for this reaction. I am certain that I cannot list all of them, but I am equally certain that I can relate a few. First, the general faculty seldom sees you. The fact that you are seldom seen because you are working may well be true, but it does not alter the attitude. As far as many of the faculty are concerned, they have no empirical proof that you really work. The second reason for this attitude is a result of a "methinks he doth protest too much" pattern. This refers simply to the phenomenon that occurs when one asks a counselor how he or she is, and the response is almost inevitably, "busy!" or some variant thereof. The third reason rests in the backgrounds of most counseling personnel. When one scratches a counselor, he finds a former English, math, social science, foreign language, business...teacher. Perhaps this can also be explained with relative ease, but it remains true that counselors are forever held suspect because those first four years of college during which you worked so hard to reach your chosen goal were so quickly subordinated by the opportunity to become a counselor.

Perhaps one of the most frequently heard expressions of attitude is, in reality, a very real compliment to you, but it is true that faculty members frequently feel you are student oriented. However flattering this reaction may be, it remains a problem one so let us briefly consider reasons for it. Far too frequently, communications between the members of the counseling faculty and the teaching faculty is motivated by student comment. This comment is often negative comment. The members of the teaching faculty anticipate your comments in this light and adopt either a defensive stance or they become openly hostile and agressive.

A number of seemingly insignificant items contribute to an attitude of aggravation on the part of the faculty. The student who misses class because of a consultation, the difficulty that the instructor sometimes encounters when seeking to talk with a counselor, the fact that secretaries have access to material that is restricted to faculty, and finally general office reception may seem minor items to you but to the instructor they may well be the items that determine the working relationships that he will maintain with counseling departments.

Allow me to turn now to a discussion of an item that I regard as a crucial one. Many members of the teaching faculties question the adequacy of preparation of student personnel people, particularly those in counseling. I have already noted the absence of undergraduate majors in the field. Perhaps it is too early to specialize in the field when one is an undergraduate, but might there not be wisdom in widespread minors in the field so that the interested person might both test that interest and gain some early insight into the field? Secondly, while I will concede that thirty hours at the graduate level may represent a good background, I do not, and I speak in the first person at this point, believe that these thirty hours qualify a person to assume the psuedo-psychiatrist role that some counselors assume. I have too much respect for, as I am certain all of you do, the minds of and the significance of students to accept without reaction the "I am Dr. Freud" role that I have seen counselors assume. There may not be many of these people, but it seems to me that nothing could be more significant than a constant and careful program meant to deter this kind of person from entering counseling.

It seems fair to assume that the whole matter of preparation is one that the field itself should regard as crucial, and lest you feel that I have been overly pessimistic about this matter, consider a few facts from that earlier cited study prepared for the Carnegie Foundation. In that study, "one hundred smaller colleges and fifty larger colleges were selected randomly and proportionately from seven regions. Seventy-four smaller and forty-nine larger junior colleges actually participated...." Among the forty-nine larger colleges, only eighteen percent of the program directors held doctorates in the behavioral sciences, student personnel work or education. Forty percent of the programs (were) headed by directors who (did) not even have minimal professional training (Master's degree in behavioral sciences or student personnel work). In fairness to them, it would appear that of those who are not necessarily directors but who are working in the area of counseling and guidance are better prepared. In this 1964 survey, of the total number employed in the then existing 719 junior colleges, over half did have a Masters degree in psychology, sociology or student personnel work and two-thirds of those people were employed in guidance and counseling. By 1967, there were some 837 junior colleges in existence so I must obviously qualify any conclusions drawn on the basis of the Carnegie study. Nevertheless, there is evidence of a problem.

Consider these statistics as well. In response to a question about training, in those programs judged "weaker" by the Carnegie team, 47.2% of the respondents indicated that they held a Masters or less. In the "stronger" programs a surprising 40% of the respondents also fell into this category. Likewise, in the "weaker" programs, 47.9% of the respondents had fewer than thirty hours of student personnel related credits. It does not seem necessary to comment on these statistics.

I have, at this point, reached the end of my litany of faculty attitudes. I do feel, however, that a summary comment is in order. You have discerned, I am sure, that much of the problem you face is one of communication. Perhaps a substantial part of the problem of communication may rest in the lack of awareness of what communication really means--not just on the parts of those engaged in student personnel services, but on the part of virtually everyone. Far too often the call for better communication results in more meetings and more memos. These two remedies frequently contribute to the faulty communication rather than repairing it. The elements of communication that I am alluding to are those that are found in the less obvious places. Make sure, for example, that your offices are really open to faculty, not only in terms of your own office door, but in terms of the entire office situation. Secretaries should recognize teachers; there ought to be a discussion area and probably, though its powers may be exaggerated, a coffee pot. And, those of you involved in student personnel work should not only make an effort, but, in fact, you should make an extra effort to meet and interact with members of the teaching faculty--to eat with them, talk with them and argue with them.

There are no really simple answers, but it is incumbent upon you--not because you are the source of the problem--but because you want your program to work and to work in the best possible manner--to make every possible effort to alter those faculty attitudes which are disintegrative attitudes where the student personnel services programs are concerned.

Marie R. Prahl, Ph.D.
Associate Professor
Michigan State University
East Lansing, Michigan

Dr. Prahl has a wide background of educational experience which includes counseling and teaching positions in the Flint, Michigan public schools; Flint Community College; Florida State University; and Michigan State University. She was a member of the Carnegie project team of interviewers and she is a consultant with the A.A.J.C. project for developing institutions.

Dr. Prahl received her B.A., M.A., and Ph.D. from the University of Michigan.

STUDENT ACTIVITIES IN THE JUNIOR COLLEGE

by Marie Prahl

I shall try to stimulate some thinking today about the invisible curriculum. To do this I shall present some of my current ideas on that nebulous part of the college experience called "student activities." What I have to offer is a distillation of ideas that has resulted from my own experience as a junior college student, as a teacher, and as a counselor in the community college, as well as a student personnel worker including responsibilities as a Dean of Women, a Director of Activities, and a Director of Guidance Services. Much more recently I have had a chance from a university campus to get a different perspective on the community college by comparing points of view with colleagues and students, and by synthesizing first hand experience with a review of research and theory. Much of my thinking has been influenced by working with Dr. Harold Grant at Michigan State University. Now all that remains for me is to go back to a community college and test my revised hypotheses.

First, I think much that we find under the aegis of "Student Activity Program" belongs in the regular curriculum. We should provide more opportunity in the regular curriculum for the student to be involved, to be actively engaged in learning by doing. This is of course what we have done in many courses in technology, science, in music, art, and speech. Perhaps students would not say so often that their education is not relevant if we had more activity connected with our instructional program.

Second, I see the basic objective in designing a program of activities for community college students: to teach young people how to play and how to play with deep personal enjoyment, satisfaction, and personal reward.

If you are thinking how you might write this in your catalog (or how you might justify your student activity fee) may I suggest a page or two of copy that might read like this:

> This community college is committed to the development of each student according to the student's choice and decision to use his potential. The curriculum is designed to help the student

> in ways that will help him mature personally and find a position in the world where he can work and contribute in terms meaningful to himself and to others. The activity program is designed to help the student learn how to re-create himself, how to play, how to find personal enjoyment in being himself and being with people, how to find renewal in the enjoyment of music, art, theater, dance, and how to find refreshment in physical activity and sports.

I shall not describe here how I would design the community college curriculum since others in this workshop will discuss this subject. But I will suggest here that we need, and perhaps soon we'll not be able to escape this need, to design our activity curriculum with as much care and thought as we have given to the more visible curriculum.

We are proud that in the community college we serve a diversity of students with a meaningful variety of programs, that we admit many students by taking them where they are and teaching them the skills they need to continue their education. We are designing programs for students who have educational deficiencies as well as enriched programs for the academically talented and programs for accelerating those who are ready for advanced work. We give more attention each year to placing students on appropriate curricula, to guiding students, to advising them educationally, academically, and vocationally by predicting success, diagnosing difficulties, remedying weaknesses -- the literature testifies to our efforts.

I am proposing that we apply our know-how to the development of a community college activity program that will meet the diverse needs of the students we enroll. To expect all students to be ready and able to enjoy the theater or a symphony or a hockey game, or to be stimulated by the same group activity or group project, the same conversation, is like expecting all freshmen to be ready for calculus or the same level English class. Yet if we have poor attendance at an art exhibition or a social gathering or a game, we speak of apathy or lack of school spirit. It may be that those planning campus activities, both faculty and students, have a different set of needs and interests and background from other segments of the student population.

Too often we treat others as "things" to be manipulated rather than "people" to be considered and this I am afraid student leaders are often inclined to do if they do not have wide guidance from their adult models -- be they faculty advisors or student personnel staff.

Just as we have means of determining who is ready for what level of instruction in mathematics so we could determine what social learning a student is ready for and what cultural exposure, or what game or play instruction. (Although the latter is often done and sometimes well done in physical education programs I think physical educators would be the first to agree that it needs more of our attention and commitment.) Once the student's readiness is determined we should provide the learning place, time, and instruction.

It is common at orientation or registration to have students fill out an activity card checking activities engaged in during high school. In this way experienced people are often "discovered" and persuaded to contribute their talents to the college newspaper, the choir, the college theater. Sometimes a little pressure is applied, for example the newspaper editor may need staff, the music director may be trying to round out the choir. I am suggesting that the development of the student may need rounding out and instead of more experience in choir he may want (and need) to play tennis or golf or join a play production group.

Therefore, I am in favor of some assessment of each student that would give us a profile of the student's personal development and which could be the basis for discussing with him how he can help in the development of new behavioral patterns and an increased repertoire of "response-abilities." Then I would favor helping students to select an activity or activities (just as we help them to select a curriculum and appropriate courses) that would help develop or reinforce some desired behavior.

Some students may see themselves as shy, reticent, quiet, rather withdrawn, and interested in their own world of ideas. They may wish to practice some "outgoing" behavior. They could choose from a variety of small group activities or games designed to help in this direction and led by an instructor who understood their needs and the purpose of the activity.

Some students may see themselves as socially oriented and interested primarily in the world of people. They may wish to practice behavior that requires contemplation, meditation, concentration upon a world of ideas. They in turn could choose small group activities focused on art or music appreciation, trying out new experiences with adult or peer models who would understand them and their intent to try out something new.

In promoting a climate of exploration in the community college activity program the usual goal of amateur perfection would have to give way to learning which includes the probability of failure as well as success. Too many students shun college activities because activities are seen as highly competitive or open only to the talented, or the experienced, or the more assertive types. It is as if we give further training opportunity to those who may need it least.

In other words, I view the well designed activity program as a structured laboratory where students can learn recreational behavior that they have not learned to date and which they choose to learn in the light of their knowledge about themselves and their desired behavioral development.

In the future, we are likely to attract to the community college more people in our society who will have fewer working hours and more hours for play. If we really believe what we have been telling each other for many years about educating "the whole man" then tomorrow's man will need to value play as well as work and we need to teach students how they can re-create, renew, refresh, re-charge themselves. It may be one way that human beings can live with twentieth century acceleration and themselves.

Charles A. Ridley
Director of Counseling
Henry Ford Community College
Dearborn, Michigan

Mr. Ridley has had many years of experience as a junior college counselor and director of counseling at the Henry Ford Community College. Before joining the staff there he was a high school teacher and veterans counselor.

Mr. Ridley has been active in state and national student personnel organizations. He has served as vice-president and president of the Michigan College Personnel Association and he is currently a member of Commission IX of the American College Personnel Association.

Mr. Ridley received his B.A. degree from Kalamazoo College and his M.A. degree from the University of Michigan.

COUNSELING IN A COMMUNITY COLLEGE

By Charles A. Ridley

The fact that you are gathered here this morning from nine states for the purpose of considering the topic at hand attests to its importance in relation to the development of a community college. With the growing emphasis that has been placed on counseling within the two-year college, there is no need to justify this phase of student personnel services. Rather, I have been given the charge to discuss basic objectives of a community college counseling program and, in turn, essential practices that would best achieve these objectives.

Before becoming specific, it is important to consider briefly the primary objective of the community college as such. In their statements of purpose, community colleges seem to be universal in stressing the importance of all students eventually becoming effective as individuals and as members of society. J. W. McDaniel (1962) has suggested that community colleges seek to change students, the end sought being men and women capable of freedom. He has listed some directions toward which two-year colleges attempt to move students: "toward firmer commitment to high ideals; toward more rational bases for conduct, more understanding, more knowledge, more skill; toward truer self-estimate and greater ability to cooperate with others; toward more informal participation in the activities and levels of government; toward economic self-sufficiency in a job reasonably appropriate to abilities and satisfying interests. These directions of change help to meet the needs of students classified by Hardee (1961) as: intellectual, vocational, affective, social, and economic -- common to all but particularized to each student. It is upon such a primary purpose and such needs that the comprehensive counseling program must focus, and in so doing one basic objective stands out, that of helping the student develop toward his optimum of self-realization and self-fulfillment.

In discussing the recent study of junior college student personnel programs supported by the Carnegie Corporation, Collins (1967) refers to the great diversity in age, ability, and interest among community college students along with the fast-moving change in our culture, and states: "In the vast and too often impersonal educational institution, each student will need the means by which he can establish his own identity; within a context of security begin to appraise himself accurately, shed supercargoes of fears and unrealistic expectancies, sever the personal, emotional, and ideational dependencies which fetter him, and test himself in closely simulated or in real life situations. Perhaps more than their cousins in the liberal arts colleges and universities, these students will require assistance in their striving for self-actualization. The instructional staff contributes mightily to this goal, yet instructors cannot be all things to all students. Student personnel professionals are needed to plan, organize, and carry out those experiences directly aimed at student self-discovery, self-acceptance, and self-fulfillment." The student personnel professionals referred to can be none other than well-prepared counselors.

If the pervasive objective of self-fulfillment is to be realized, counselors must be guided by specific objectives for student development such as: (1) an understanding of the college setting: environment, procedures, techniques, etc.; (2) meaningful and adequate educational planning; (3) an appropriate and realistic vocational direction; and (4) an evolving self-understanding leading to the satisfactory handling of personal problems and adjustment. When these developmental objectives are met, the student is afforded the opportunity of reaching his optimum of self-fulfillment.

How is the attainment of these objectives fostered by the counseling program? First of all, counselors usually have a major part to play in organizing an orientation program for beginning students. However, the assistance of interested and well-informed students makes for an effective program. I have found that a balanced combination of counselor and student presentation of informational materials can be complementary and well received. The reactions of other students tends to be more meaningful than statements by counselors; however, it is important that the philosophy and functions of the counseling staff be made known and explained.

One of the most common functions of the counselor is that of aiding the student in his educational planning. A counselor at the community college level is really "on the spot" in this regard as the possible goals and directions are so many and varied -- from a one-year secretarial program to the two-year college parallel program leading eventually to a graduate degree. Further complicating the situation is the varying degree of ability of the students, creating a more basic problem, that of assisting the student in developing realistic educational plans. Naturally, the counselor refers to the college catalog and the outlines of classes for the various programs offered. But the counselor must further be informed of a myriad of possible combinations of classes. A very helpful practice is the preparation of curriculum guide sheets, usually done in conjunction with the Dean of Instruction's office and the institutions to which the students transfer. These sheets when kept updated serve a real need in setting the student straight, dispelling any fear of losing credit and aiming him correctly toward his chosen goal.

Another essential practice that assists in educational planning is personal liaison activity with the senior institutions. This relationship is two-way: visitations of representatives of transfer institutions to the community college to meet with interested students as well as with counselors, and visitations of community college counselors to the transfer institutions to confer with former students and institutional representatives. Students are thus able to get first-hand information regarding programs of study and admissions policies, and counselors are brought up to date periodically regarding program changes and curriculum requirements. Also, counselors thus have the opportunity to learn of the adjustment of their former students and to have a better idea of what it takes to succeed at the different transfer institutions. These get-togethers clarify information for educational planning and also strengthen inter-institutional relationships and understanding. All parties benefit by being better able to meet the needs of students. I highly recommend that counselors cooperate to the fullest in these activities.

In order to aid the student in his decision making regarding a vocational direction, it is important that the counselor have as much information as possible concerning the background of the student including what transpires after his enrollment in the community college. For this purpose a personnel record folder is maintained containing his high school record, standardized test results, and application for admission including a personal statement regarding his interest in attending college and his vocational goal, if any, to date. Also, a counseling record or running account of his contacts with a counselor, explicit enough to be of assistance in working with him as he progresses, is kept. Maintaining this personnel record is a very essential practice in helping the student arrive at an appropriate and realistic vocational goal. By having the included information adequately interpreted, the student is better able to come to a reasonable conclusion. An interest inventory may be administered to help the student better arrive at a direction. This assistance is not needed by some students, but a much greater number seem to be in the undecided or no preference category as they enter college. This is to be understood, for is not the community college period an exploratory one, giving the student the opportunity to find a suitable path to follow?

In working with the student vocationally, the counselor not only makes use of information about the student but he also utilizes appropriate occupational materials in helping him become acquainted with possible opportunities. The practice of developing a file of current occupational information is of utmost importance for effective counselor functioning. Subscribing to a specialized service is helpful, but publications of various professional associations, many of which are free, offer much meaningful assistance to the undecided student. Although no counselor can be knowledgeable about all fields, he can be familiar with the sources of information in specific areas.

Educational and vocational counseling contain elements that can lead toward self-discovery and understanding and therefore can be classified as personal-social counseling; however, this term is generally used to refer to an interpersonal relationship dealing with an individual's acceptance of himself or with his adjustment to others. An essential practice in this direction is the counseling interview in which the student is given the opportunity to gain greater self-understanding through interaction with a counselor. The function of the counselor in this area is explained during the orientation program and further made known through the college newspaper. This one-to-one relationship is usually most effective when the student makes the initial contact, but good results do often come from faculty referrals. Students can be invited in for one reason or another and thus a counseling relationship becomes established.

Another practice in personal-social counseling that has been becoming increasingly more popular is that of group counseling. Students realize that as students they have many problems in common which they may feel less hesitant in discussing on a group basis with a counselor than individually. The importance of group counseling is the development of inter-personal understanding, the experiencing of humanness, and the changing of one's way of experiencing himself and his world. In a 1966 survey of counseling and guidance programs in Michigan community colleges it was revealed that approximately ninety-seven per cent of the respondents felt that individual student interviewing was a counselor activity in 1966 and should also be in 1970. It was also indicated that about twenty-five per cent considered conducting group counseling for students who ask for this experience as a counselor activity in 1966 but that approximately seventy-five per cent foresaw it as part of the job by 1970. This indicates a developing trend in considering group counseling an important practice.

We are in our third semester of group counseling having started with five groups in the fall of 1967. Ten groups were formed in the spring semester and we now have fifteen in operation. Students were invited to participate by means of a bulletin at enrollment time and certain hours were set aside so they could include this experience in their schedules, without credit and at no extra cost. The student was informed that the group would meet an hour a week for the semester, giving him an opportunity to develop a better understanding of self and others. Some of the groups were limited to the older student because of his special problems and concerns regarding college adjustment. A statement about group counseling appears in our current Student Handbook giving more information about the experience and what it offers to students.

In summary, I should like to state that the practices herein presented are important only in so far as they meet student needs. I conclude with a statement made by Medsker in 1960 which is just as appropriate now as we approach the seventies: "More adequate personnel services will be needed in the future. The junior college will undoubtedly play an increasingly important role in providing opportunities for high school graduates to explore their capacities and interests and in distributing these students later among many avenues of endeavor, including the four-year colleges; therefore the whole personnel program, and its counseling phase in particular, becomes especially significant. In fact, without good counseling the potentially important role of the two-year college in higher education could well be in jeopardy."

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William Moore Jr., Ph.D.
Associate Dean of Instruction
Forest Park Community College
St. Louis, Missouri

Dr. Moore has consulted and lectured throughout the country on the area of developmental education. He has been an elementary school teacher, reading clinician, and principal. He taught in the Mark Twain Summer Institute for the academically talented and he has directed an institute at Loyola University of Los Angeles.

Dr. Moore has written several articles and at present is completing a soon to be published book entitled Public Towers: Portrait of a Tragedy.

In 1965 he was selected as a "Most Outstanding Young Man" by the United States Junior Chamber of Commerce.

Dr. Moore received his B.A. degree from Stowe Teachers College, and his M.Ed. and Ph.D. degrees from St. Louis University.

ANATOMY OF A DEVELOPMENTAL PROGRAM

by William Moore

The community college which serves a large and diversified student body cannot be today what it was yesterday because it is confronted with problems whose only solution is change. One is the education of the academically marginal student. Traditionally, this is a problem that higher education has either overlooked, has not had to face, or to "tell it like it (really) is," has refused to look at. Therefore, there are few experts in the community college movement, or in higher education as a whole, who can identify their expertise in the area of dealing with these marginal students. Yet, it is becoming increasingly clear that concern with the high-risk student is a dimension that colleges must face.

More public two year colleges are established each year. In the Fall of 1968 alone, seventy-two new junior colleges opened their doors. These colleges are supported by total communities who believe that every student should have some post high school training regardless of the described abilities of the individual student involved. Obviously, there are many students who cannot succeed in a traditional college curricula using the traditional methods of instruction, and the old techniques of evaluating students. This is particularly true of marginal students. These students need special attention and it has already been stated that there is little expertise in higher education as a whole, and in the community college in particular, to handle such students. There is need to provide community college personnel as they attempt to develop programs for the academically high-risk student.

To structure a developmental program in higher education to help the educationally disadvantaged* student help himself, there are certain assumptions of which the architects of the program must be aware:

I. Assumptions

A. Most high-risk students are currently operating in the society at a level higher than their test scores indicate they can perform. For example, the principles of the automotive transmission requires a knowledge of calculus. However, there are male students who can dismantle and reassemble a transmission, but who cannot demonstrate a knowledge of fractions in the classroom.

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*The terms "educationally disadvantaged," "marginal," "high-risk," "low achiever," "academically unsuccessful," etc., are used throughout this paper interchangeably.

B. Marginal students have mastered most of the necessary skills, knowledges, behavior, laws and other confrontations with the culture with satisfactory results or, at least, acceptable results.

C. Remedial education is special education and, as such, is expensive--requiring special kinds of materials, personnel and services.

D. If the commitment to a program for the marginal student is not a firm one at all levels (i.e., board of trustees, administration, and faculty,)the program will probably be unsuccessful.

E. If remedial students are taught well--they learn, assuming they have some ability. The reverse is also true.

F. We almost never tell high-risk students what they need to know, what they need to do, why or how. Students need this information.

G. That the institution and its staff is willing to make changes in curriculum, teaching techniques, and if necessary, philosophy and personnel.

H. The institutions and staffs who will attempt to assist the student in helping himself will abandon all of the academic charades and labels such as "late bloomer," etc., and set about developing specific activities designed to teach the student what he has been exposed to for more than half of his life, but has not learned.

I. The teachers who instruct the high-risk student must believe that the student can learn and wants to learn.

J. High-risk students who are black have unique problems which are not completely academic in nature; therefore, the program must be designed to meet some of the special needs of these students.

K. The teaching methods for marginal students have probably been wrong for years.

Experience has validated most of these premises. They are not the only considerations which can be suggested; and some of them vary according to the individual student, the school, the community, etc. Nevertheless, after these assumptions have been made, there are some critical questions which must be asked before objectives can be established for the program: Who will "sell" the program to the board of trustees, administration, faculty, and students? Will the developmental program be integrated with the rest of the institution? How does an institution go about creating a homogeneous working environment in an educational institution where remedial, transfer and terminal programs coexist? What are the cost limitations? What will be the criteria for assignment to (and release from) the developmental program? Who will be the teachers? After some of these questions have been answered, or at least explored, objectives (general and specific, long range and short range) can be set up.

II. Objectives

A. General

A developmental program should have as a part of its general objectives a design:

1. To see that marginal students are appropriately placed (i.e., in the right curricula) in the institution both while he is assigned to the remedial program and later (if he is successful) when he is assigned to a program in the regular college or is counseled to enter the work world.
2. To diagnose and remediate the specific skill deficiencies found in the marginal students who enroll in the college.
3. To develop a guidance component as a definite part of the program so that the student will have access to an essential supportive service. One which will help

ameliorate the disparity between his aspirations, abilities and circumstances.
4. To provide for the needs of any remedial student where it is indicated that the traditional transfer and terminal programs in the college will not be successful.
5. To make the necessary adjustments in the curricula in order to make it more effective and meaningful to the student.
6. To develop new instructional approaches which will aid community college teachers in becoming better pedagogues.
7. To develop materials at the level of reading comprehension of the student but, at the same time, conveys the same information as other written resources with content requiring a higher reading level. This written material would increase in difficulty commensurate with the student's successes.
8. To make use of a multi media approach to the remediation of academic deficiencies.

B. Specific

A developmental program should attempt as a part of its specific objectives to meet the needs of the specific subject matter areas:

1. English

   In English the specific objectives might be:

   a. To instruct the student in English skills which will be essential for him to do the job as determined by his established goals; i.e., the remedial student who who is going on to the four year school, the one who is going into a specific vocation, and the one who plans to terminate his schooling in order to go to work, all need a different kind of English skill.
   b. To teach the student to handle specific writing assignments in lieu of teaching him the isolated rules of grammar, since writing, in its various forms, gets at the student's higher cognitive skills, his experiental repertoire, and his own interests.
   c. To teach the student to communicate orally in a way that is both acceptable, correct, and comfortable for him.

d. To make sure the student knows where and what resources are available to him to assist him in improving his writing, speaking and listening skills.
e. To make efficient use of all available media as instructional aids.
f. To establish with the student some sound English objectives to be accomplished by him in terms of some realistic and relevant expectancies.

2. Mathematics
In mathematics the specific objectives might be:

a. One, four, five, and six above are the same except the term "mathematics" should be substituted where appropriate.
b. To teach the student to handle specific basic mathematical problems which relate to his sphere of interest.
c. To confine the student specifically to those arithmetic concepts (fractions, decimals, percent, ratio and proportion, etc.) which he will meet in his day-to-day interaction with society unless some other mathematical knowledge is necessary in order for him to do a specific job he is training to perform.
d. To diagnose specific mathematics deficiencies and remediate those deficiencies.

3. Reading
In reading the specific objectives might be:

a. To develop reading skills (speed, comprehension, methods of work attack, etc.).
b. To assist the individual student improve his reading skills to the point where he can independently work more effectively toward a level necessary to meet his educational and vocational aspirations. In like manner, his reading skill should take him where he wants to go outside of his educational and vocational goals.
c. To correlate reading materials with other subject matter areas so that the student can see that reading

skills and exercises are directly related to what he is studying.

d. To diagnose specific reading deficiencies and remediate those deficiencies.

GENERAL EDUCATION

Each general education course should have specific objectives which would reflect the nature of the course, the interests and goals of the student and a balance in the curriculum. Such objectives would be too numerous to indicate here. Moreover, different colleges will have different courses as a part of the general education curricula.

It is illogical to attempt to remediate the learning difficulties of high-risk students by the use of basic academic skills (reading-mathematics-grammar) alone. The student needs simultaneous assistance in general education, in the specific area of his interest, and in personal adjustment skills (guidance). More specifically the basic academic skills will be more effective if they are tied to the other subject matter areas particularly if they are linked to strong competencies of the student. And every student has some. For example, learning is facilitated and much more effective if the instructor utilizes material out of the general education, vocational, or high interest areas of the student which are relevant and which have a direct relationship to what he must know, what he must do, how, and why when he leaves the college. The basic academic skills, then, becomes more meaningful as the student uses them to help solve the problems assigned to him by his teacher in a subject he may like. Basic science, is an example. Implicit in these statements are the coordination and correlation factors which should be a part of any total developmental program.

BASIC SKILLS

Students cannot learn to write doing isolated grammar exercises. They cannot learn functional mathematics, by only computing pages of problems although they must do some drill work, and they will not improve their reading skills by reading the typical kinds of materials developed by basal reading texts and other collections of sterile reading material which have no relationship to the students' goals, desires, interest, the other subjects he is studying and in many ways, his deficiencies. Almost always PLAYBOY MAGAZINE can be a better reading for a 19 year old, two hundred pound, bearded student than The Adventures of Mark Twain.

Some way of improving basic skills must be a part of any program for the marginal student, for without these skills the doors will remain closed and the student will leave the community college (after a semester of failure and a semester of probation) as he left the high school, sometimes, functionally illiterate.

One solution to the dilemma of teaching the basic skills can be offered through the use of programmed instruction in a laboratory situation. Whether the student is taught exclusively with programmed textbooks (teaching or review texts) or teaching machines and other hardware are used, this teaching technique appears to be remarkedly encouraging in terms of the high-risk student: the instruction can be, to some degree, individualized. The student is expected to work and is tested on content he can master, he determines his own rate of progress, he is responsible only for those skills in which he is deficient, and he schedules his evaluations, which should have some pattern, if they are to help provide for maximum reinforcement. The student is aware of the level of his achievement and how far he must go to accomplish his objective. The major burden of responsibility for assimilating the content is placed on him. He is not allowed a passive role in the learning process. Yet he must be tutored when necessary. He cannot be expected to teach himself and to learn on his own what teachers, for more than two-thirds of his life, could not teach him.

The advantages to this method are many: 1) the groups may be large or small; 2) the number of personnel are small; 3) the training of the personnel can be less. In fact, sometimes the students themselves can be the best tutors for other students; 4) students can receive immediate results of their progress; 5) other refinement can be added to this type of arrangement such as auxillary laboratories (in reading, mathematics, writing) where even more intensified and individualized attention can be given to the student; 6) a wide variety of materials can be used to meet the varying needs and interest of the students involved which may be obtained commerically or they may be developed within the institution; 7) many media can be used which can be adapted to the variant learning styles of the students.

GENERAL EDUCATION

A general education program should be a part of the program for the marginal student. It should be a stimulating and successful classroom experience under the guidance of an instructor who has both interest and experience in working with the low achiever and who is willing to devote a majority of his time to this area of instruction.

General Education courses should be primarily enrichment courses which will give the students some insight into the world in which they are living and the society of which they are a part. These courses should differ from regular courses more in the teaching methods used than in the sophistication of subject matter. In addition, they should not be designed as prerequisites for any other courses, so the instructor has a wider choice of subject material than in regular courses.

General Education, therefore, becomes that minimal body of knowledge necessary for successful participation in American cultural life.

Ideally, integrated patterns or approaches should occur at three different levels in the general education part of the program:

1. Instructors of General Education courses should work together with the academic skills staff and counselors in a "team approach" to meet the needs of the individual student.
2. Instructors would aim at "broad fields" pattern of curricula organization with special consideration given to employing modified core concepts.
3. General Education instructors should draw on the local community for resource material for enrichment purposes.

At least three critical problems that must be overcome in the successful development of any program of general education for the marginal student:

1. The strong subject matter orientation of the instructors with the resultant inability to perceive the necessity of integration and correlation of material for maximum reinforcement.
2. Limited availability of materials for use with the developmental student.
3. The low status of courses that are non-college parallel.
4. The low priority for the inclusion of such courses in the annual education plans of the college.

GUIDANCE

A program of counseling is a core function in a developmental program's existence. The most significant set of objectives postulated for a developmental program are worthless unless it involves assisting the student to identify his reason for being and to aid him in planning how he might most effectively implement that reason. It is through the counseling program that these objectives may be accomplished.

The counseling program should be community centered rather than institutionally centered. Counselors should know intimately all facets of the community so that its total resources are at the disposal of the high-risk student and the institution.

The counseling staff should work closely with personnel in the public schools to ensure adequate understanding of the program along with the modification of traditional attitudes concerning what is or is not acceptable higher education. The ratio of marginal students to the counselor should be smaller than normally is the case. A low student-counselor ratio ensures that students can be seen weekly; more often, if necessary. The counselor has the responsibility for conveying the student-personnel point of view and for teaching human relation skills to other staff members serving in the program. In like manner, he gives assistance in coordinating the efforts of other team members through case conferences and in collecting and presenting data concerning student characteristics. The counseling team is also responsible for developing, testing, and reporting new methods of counseling for the low achieving student. While a number of books have been written describing the disadvantaged, although not at the college level, little has been advanced in the way of special counseling approaches specifically designed to overcome their problems.

One of the most essential and obvious considerations for a developmental program is the choice of staff members. Since the educationally disadvantaged student tends to be unique and candid, those who teach him counsel and attempt to direct him should also be unique. Teachers who are hostile, traditional or incompetent should never be a part of a developmental program or any program for that matter. The instructors should be flexible, understanding and people who can establish rapport with students. If there are black students in the school, a part of the faculty, counseling staff, etc., should also be integrated. High-risk students (black or white) resent teachers, counselors and others who cannot relate to them at sometime from their own frame of reference. The teacher should be a flexible rebel, one who is not afraid to "rock the boat" or to attempt to do what others say "can't be done." The credentials of the teacher need not always be a masters degree or Ph.D. in the subject matter area. It doesn't take a Ph.D. to teach a student to multiply fractions. Sometimes the rapport between a student tutor is far more effective. The student will know the prevailing slang expression, verbal shortcuts, student hangups. He will not be frustrated by the other. Communication barriers that sometimes exist between student and teacher. To illustrate this point, the following is an actual taped dialogue between a marginal student and his tutor (who was also his peer) as they worked in the Programmed Materials Learning Laboratory at Forest Park Community College in St. Louis:

> "Baby--you need SCOPE"
> "Aw man--I brush my teeth"
> "You didn't this morning"

The beauty of this was that the student and his tutor never stopped working. This probably could not have happened if a Ph.D. had been the tutor.

It is to be hoped that the institution will not be overly concerned about its academic respectability. Since the developmental program is only one part of the college's total curricula, there is little validity that such a program has a negative affect on the college. In fact, at all levels, (board of trustees, administration and faculty) the college should support the developmental program with the same commitment as the support given the transfer program. This rarely happens, particularly with faculty.

More criticism, and hostility toward the program for the high-risk student come from the faculty than from any other source. Many faculty members will suggest that the program should be designed according to their own specifications even though they were not willing to take part in the formative stages. Too many will suggest that it has no place in the college curricula--open-door institution, notwithstanding. Every faculty member who has a research ax to grind will want to use the developmental program. This should never be permitted. The program should never be the scapegoat or whipping boy for other programs, departments or divisions in the college. It has been demonstrated that there is no higher dropout rate among high-risk students than there are among transfer students in the junior college.

It is time that we really open the college gates to the educationally disadvantaged student.

James Lee Chapman, Ph.D.
Associate Dean of Students
University of Iowa
Iowa City, Iowa

Dr. Chapman has been a dean of men at the Spring Arbor Junior College as well as a dean of students. He has also been a head resident advisor at Michigan State University. In his current position at the University of Iowa he has worked closely with a number of student groups including the Students for a Democratic Society.

Dr. Chapman is active in a number of professional groups including the American Personnel and Guidance Association; National Association of Student Personnel Administrators, and the American College Personnel Association.

He received an A.A. degree from the Spring Arbor Junior College; a B.A. degree from Greenville College; the M.A. from the University of Michigan and the Ph.D. degree from Michigan State University.

STUDENT MILITANCY ON THE COLLEGE CAMPUS

by James Chapman

To anyone who keeps abreast with matters relating to contemporary social developments, it is apparent that the typical university campus is a place where "the action is." This has been conveyed not in the new phrases of today or the dialogue of past years but rather by activist students who have been successful in producing teach-ins, love-ins, sit-outs, strikes, demonstrations, building take-overs and office turn-overs. This type of activity has little similarity with the definition which many persons like to think of in defining higher learning. That definition is one of the professor seated on one end of a log and the student on the other so that dialogue may evolve between the two. The assumption is made that the wisdom of the ages is conveyed from the senior scholar to the junior learner. One would think that everything is extremely pleasant for the 2300 colleges and universities by considering the following: There has been more than 300 new institutions of higher learning established since 1945. Voluntary gifts from private sources have more than tripled since 1958, while federal funds have doubled in four years and at the same time state tax support has risen 44 per cent in two years' time and 214 per cent in the past eight years. Endowment funds are currently above the $12 billion mark and faculty salaries have nearly doubled in the past ten years. Capital expansion is consuming $2 billion a year on our college and university campuses while the total expenditure for higher education in the United States this year will be in excess of $18 billion or more than three times the amount we spent in 1955. There are more than six million students enrolled in our colleges and universities this fall, and it is predicted that 12 million students will be on our campuses in 1980. Any business that could report such a favorable climate to its stockholder would indeed appear to be in a very favorable position in terms of present accomplishments and future developments. However, such is not the case as one looks at the college campus of today and realizes that the idea of the professor, the student, and the log is no longer a reality, if indeed it ever was. It seems that the professor and the student are no longer even in the same forest.

In order to place the problem in its proper historical perspective, Professor

Seymour Lipset, professor of government at Harvard, indicates that student demonstrations and movements have played significant roles in the events which led to the overthrow of Peron in Argentina in 1955; the downfall of Perez Jimenez in Venezula in 1958; the successful resistance to Diem in Vietnam in 1963; the massive riots against the Japanese-U.S. Treaty in Japan in 1960 which forced the resignation of the Kishi government; the anti-Sukarno movement in Indonesia in 1966; the October demonstration for greater freedom in Poland in 1956; and the 1956 Hungarian Revolution.

The problem of student militancy in the United States has its historical roots in college students becoming directly involved in the civil rights movement in the South in the early 1960's. The leadership which many of these students gave to such an undertaking is indeed praiseworthy and the older generation can only look on with guilt. Once a certain degree of accomplishment was attained in the civil rights movement in the South, this idealism and enthusiasm was turned in the direction of different segments of our society, and the college campus was one of the first to feel the impact of this new force which was emerging. The activity of these students has evolved from the efforts of five or six years ago where dissent was sufficient and then more recently the overt disruption of the orderly processes of the university to the point of acts being committed which indicate there is no apprehension in destroying the university in order to bring about the revolution which is desired, not only on the college campus, but in the total of American society. The cases in point are the situations which developed at Columbia during May of this year and the burning of a building on the campus of Stanford University in the summer months.

The militancy which has developed on the American college campus during the last three or four years has received its leadership from a segment of the college population which is referred to as the New Left. The New Left is a philosophical position which is taken as a rebellion against "The Establishment" as well as mistrusting the structures, organizational forms, and vocabulary which support it. There are several organizations which are currently operating on the college campus which could be classified as coming under the framework of the New Left philosophy. The one that has been the most aggressive and forthright in its avowed purpose of revolutionizing the system of higher education has been the Students for a Democratic Society or commonly referred to as SDS. This organization was begun in June, 1962, when a founding convention was held in Port Huron, Michigan, and a document was developed which became known as "The Port Huron Statement." The statement indicates that the university is a logical place for action and the enlisting of sympathizers to the New Left philosophy because "the university permits the political life to be an adjunct to the academic one, because universities are all over the country, because the university can serve as a recruiting ground, because the university can be a place for liberals and socialists, who would form the New Left, to meet and discuss and because controversy could take place within a university." The statement goes further in stating the points of action for SDS by giving the following points of instruction: "To turn these possibilities into realities will involve national efforts in university reform by an alliance of students and faculty. They must take control of the educational process from the administrative bureaucracy. They must make fraternal and functional contacts with our allies in labor, civil rights, and other liberal forces outside the campus. They must import major public issues into the curriculum--research in teaching on problems of war and peace is an outstanding example. They must make debate and controversy, not dull, pedantic cant, the common style for educational life. They must conscientiously build a base for their assault upon the loci of power." The leaders of SDS are endeavoring to provide a cultural alternative to the materialistic society which has engulfed the American people. They view American materialism as essentially dehumanizing. As such, it works from an anti-capitalistic analysis and its current national president, Bernadine Dohrn, was recently quoted in the New York Times as saying, "I consider myself a revolutionary communist." This label would not apply to all members of SDS since it does not desire to form alliances with any particular power groups. They desire to continue focusing attention on radical perspectives of education, the Vietnamese entanglements, civil rights and poverty in America.

The leaders of SDS have recently stated in their newspaper, New Left Notes, that their efforts in the present academic year will be directed at: (1) dissident students who supported Eugene McCarthy in his bid for the democratic nomination, (2) confrontation with University administrators, (3) stepped-up resistance to the Selective Service System, and (4) further efforts to organize junior college and high school students.

The New Left Notes further states in an article entitled "Shut Down The Universities" that SDS "indicates the universities because they directly participate in research and training for the military. . ., because they function primarily to train young people for technical and managerial jobs in the big corporations. . ., and finally we indict the universities, the community colleges, and the high schools. . .especially the high schools. . .for their miseducation and ideological and social imprisonment of our people."

It appears to be obvious that the basic purpose of SDS is to bring about a revolution in our society. This point is made very clear in an article which appeared in The New Republic (May 11, 1968) when a sympathetic author wrote on the situation at Columbia: "The point of the game is power. And in the broadest sense, to the most radical members of the SDS Steering Committee, Columbia itself is not the issue. It is revolution, and if it could be shown that a great university can literally be taken over in matters of days by a well-organized group of students, then no university is secure. Everywhere the purpose is to destroy institutions of the American Establishment, in the hope that out of the chaos a better America would emerge."

The activist members of SDS convey an attitude that they are morally superior to other members of our society and that the objectives which they have established for us justify the means which they feel compelled to use. This attitude was conveyed to me following a major demonstration which occurred at the University of Iowa on November 1, 1967. The demonstration centered on the presence of U.S. Marine Corps recruiters utilizing the facilities of the Placement Bureau to conduct interviews for prospective recruits into military service. As a result of blocking the entrance into the Placement Bureau, 87 students were arrested by civil authorities and, subsequently, 85 of those arrested were placed on probation by the Office of Student Affairs. I served in the capacity of representing the University before the Committee on Student Conduct in the appeal cases of 47 students who felt the University should not place them on probation. The majority of the students with whom I had contact at the time of the hearing as well as at the time of interviewing eighteen of the demonstrators prior to their being placed on probation, I was convinced were endeavoring to operate from what they considered to be a morally justifiable position. I could not accept their reasoning that they had the right to deny free access to a building and the opportunity for an interview to occur on the part of fellow students because they felt students should not be permitted to join an organization who was engaged in killing people in South Vietnam. The thing that impressed me about these students that I met was the fact that they were not simply doing something for kicks, but they were committed to a position of endeavoring to correct an ill which was plaguing the American society so far as they could ascertain.

I would now like to look at the system of higher education as we now have developed it in America and discuss what I see to be some of the causes for the militancy which has developed on our campuses.

1. The teaching function is being slighted by a majority of the faculties on our college campuses and even rejected by a smaller segment. The traditional functions of a university have centered upon teaching, research, and service with a proper balance being maintained in each area. The actual teaching of students, especially undergraduates, has been relegated to a low priority item by many faculty members since they desire to do research, writing, publishing, and consulting work rather than being faced with the routine of the classroom. It has been suggested by one college administrator that relief from teaching is considered the ultimate fringe benefit. The problem is not an easy one to solve since promotion and recognition come through the activities of research and writing rather than a development of competency in teaching. Added to this is the problem of a desire on the part of many faculty members to gain national reputation but knowing full well that although 90 percent of the faculty may strive for such recognition, only two or three percent ever attain such a goal. Thus, it is easy to see how Christopher Jencks and David Riesman come to the conclusion that as professors have gained more power in the university, they have become less and less concerned with educating young people and more and more preoccupied with educating one another by means of scholarly research (Campus, 1980).

2. A second factor which has assisted in producing part of the problem which confronts higher education is found in the assumption that by developing the intellectual capacities of an individual that this in itself will produce the desired product, namely, the rational man. I must admit very quickly that a university is committed to dialogue, debate, discussion, argumentation, and the development of rational processes which contribute to the development of the intellect. I support this commitment totally and accept this as a primary obligation facing any institution worthy of being called a college or university. However, man is not simply placed in a physiological container called a body and at one end of the structure is placed cognitive powers which can be measured and referred to as one's intelligence quotient. A human being is endowed with cognitive powers which gives him the ability to reason, to understand, and to gain insights into problems confronting him. He is given affective and volitional powers which assist him to laugh, cry, and make a commitment of his will to those things in his environment which his intellect tells

him are reasonable and worthy of his consideration. The German people, prior to World War II, were the most highly educated society the world had produced up to that time and yet we see how intellectual development alone did not prevent a good segment of that society from being a part of the Fascist movement. The point being made is simply that one may have the intellectual ability to develop an instrument which can measure the speed of light and be faced with the problem of hating or destroying other people apart from some commitment of his will to the dreams, hopes, and rights of other persons.

3. The preoccupation with the building of an institution rather than the development of individuals is another contributing factor. This is especially true of those of us who are serving in the capacity of college administrators. We are prone to be pragmatic people and looking for rewards in the construction of a building or the developing of a program or the proper administration of an office which comes under our responsibility. We tend to forget that education is basically concerned with the humanizing influences which affect the lives of people rather than buildings, budgets, and booming enrollments. The axiom that a great idea initiates an institution, and the institution in turn can kill the great idea is easily overlooked by many administrators. Rather than being concerned with the prestige of the institution, we should be concerned with the purpose for which the institution was established.

4. A final contributing factor relating to campus militancy is that the typical student of today is "action-oriented" rather than wanting to be passively involved in the discussion of ideas and issues. He comes from an action-oriented society where he sees church authorities challenged, government officials harrassed by demonstrators and business executives being involved in activities which are not pertinent to the problems facing our society. This assumption is in agreement with the statement that Harold Taylor, the former president of Sarah Lawrence, made when he stated, "The college student of today has forsaken the ivory towers of ideas and become involved in the fox holes of social action."

The question can naturally be asked: Do we have any hope for coming to some workable solutions in eliminating the causes which have assisted in producing part of the problem confronting American higher education? I would like to suggest that we consider the following:

1. A premium must be placed upon excellence in the classroom and professors rewarded by appropriate recognition and promotion. The excuse used by department heads in not accepting this yardstick as a means for promotion is that there is no objective way to measure good teaching. This, though partially true, is not adequate enough reason to continue to permit research and writing to take precedence over competency in the classroom. We have developed instruments for measuring intricate details relating to the areas of the physical and biological sciences. Certainly, we have the capability to devise an instrument which would assist in the measurement of good teaching. One rather obvious measurement is that students will typically become involved with and visit the offices of those professors who stimulate them and want to work with them in pursuing ideas and concepts outside the classroom. The students themselves then become one means of assisting in the evaluation of instruction. Another approach would be to introduce a point of self-selection or screening on the part of those persons who desire to do teaching and those who have interest and abilities in research and writing. There is room for both in higher education and industry is willing to pay a premium price for those persons who are capable researchers. This means that some persons may be more comfortable outside the academic community once they see that their energies and efforts will have to be directed towards the classroom and working with people rather than confining their interests to experimental research or laboratory testing.

2. A college or university must convey in principle and programs that it is committed to basic virtues. A college is not simply in the business of dispensing tidbits of knowledge which serve to develop the intellect in a solitary compartment. The question is immediately raised as to the amount of agreement that can be obtained in selecting those virtues from which an individual, an institution, or society desires to be judged. This is not as difficult a problem as it may appear since the Greek philosophers indicated there are four cardinal virtues that are necessary for a moral society to be established and function properly. They are: wisdom, courage, temperance, and justice. The point can be raised that public institutions may find it difficult to convey a stance of this type. However, we know that any society, in order for it to be maintained, must accept a commonality in its purpose and values or else there is confusion, and anarchy is the end result. As I have indicated earlier, the members of SDS convey an attitude of moral superiority, so even in their desire to destroy our society, they have established a standard or expecta-

tion for their behavior. However, it seems to me that their tactics are those which are to be found in forcing one's position and harassing people. There are virtues which have brought men together through the ages and served as a harmonizing influence upon people. The point is made by Charles Wyzanski Jr., Chief Judge of the District Court of Massachusetts, when he states, "What the young care about is a deeper kind of democracy than those of us have been willing to accept. The French in their immortal division talked of liberty, equality, and fraternity. May one not say that in my generation, the accent was heavy on the first? The society which pretends to give liberty to all without being concerned with equality and fraternity is a sham." He goes further by adding, "The young can be as radical as they like, but they must carry the consequences. It isn't enough to overthrow us. They have to establish themselves. It is one of the elements of life that there will be an establishment. They may not like ours--and I don't think they much care for the communist one, because they have seen how that works--but have they thought through what kind of establishment they want?" (Saturday Review, July 20, 1968.)

3. Another solution to be offered, is that a college or university must be willing to institute reform but it will not be forced to the point of accepting revolution as a means of change. This establishes the rightful position of what a university considers its mission to be both to its students and society. The university views dissent as an acceptable means of bringing about change but can never accept the position that a small group can destroy both the processes and institutions of freedom. Carl T. Rowan, a Negro newspaper columnist, has made this point rather clear when he writes, "College administrators must agree on areas where they have been wrong and unresponsive to legitimate complaints. At some institutions the food is horrible, the social rules are Elizabethan, the curriculum is inadequate, disciplinary procedures are arrogantly unjust, the scarcity of Negroes in faculty, coaching staff, and student body is unexplainable.

"Administrators making bold, honest efforts to right these wrongs will carry along the great majority of students and thus isolate those bent on destruction.

"Perhaps a few mush heads will say that this is treating students like juveniles. But it is merely treating immature adolescents like immature adolescents, ruffians like ruffians, and serious students and scholars like students and scholars. It is high time somebody began to make the distinction."

I think Mr. Rowan is drawing the line of distinction between reform and revolution, and I only hope his words do not fall upon deaf ears among those administrators who must make crucial decisions along these lines during the troublesome times which is forecasted for colleges and universities during the coming academic year. We need to be reminded of the words of the late Dag Hammarskjold when he stated, "It is always wrong to institutionalize hysteria."

Carlton A. Ericksen
Assistant to the Director
Milwaukee Technical College
Milwaukee, Wisconsin

Mr. Ericksen has come into education from the business world. He was a Senior Conference Leader for the Parke Davis Company and Industrial Relations Coordinator for the Outboard Marine Corporation before accepting the position of Placement Counselor at the Milwaukee Technical College in 1961. In this position Mr. Ericksen reorganized the placement center and developed a comprehensive placement and follow-up program for M.T.C. graduates.

Mr. Ericksen has his B.S. and M.S. degrees from Stout State College in Menomonie, Wisconsin.

PLACEMENT IN A JUNIOR COLLEGE

by Carlton A. Ericksen

I. INTRODUCTION

How important is the activity of placement to the junior college? Do we consider these centers as laboratories where our students are free to select and explore a variety of opportunities that:

- Further their formal training
- Fulfill military obligations
- Permit part-time or full-time employment

Why shouldn't our placement centers be as organized and professional as their counterparts in business and industry? The marketing concept, in addition to sales, includes advertising, service and market research. I know of no successful business that allows its product to be introduced by chance. The placement activity should become an integral part of the total educational effort. If we are doing our jobs properly, our efforts begin at the high school level, as we articulate the needs of business and industry, and extend well beyond the completion of programs at the junior college level. We are constantly asking the question, "What have been the results of a junior college education?" It would seem that our real challenge is to develop this broad concept of this activity and then to implement with innovative ideas.

II. HOW WELL DO YOU KNOW YOUR STUDENTS?

Knowing students includes their strengths and limitations. Some of the characteristics or needs that we observed are:

- Need for part-time work in order to remain in school
- Goals that are not well-defined
- Academic records that are anemic

To assist these students, we adopted a policy of periodic contact (in some cases it becomes almost continuous) with new students in each curriculum. In view of our limited time with students (from two to four semesters), our orientation meetings with new students should be held within a month after entry.

The objective of the orientation meeting is to stress the challenge that each student faces -- to develop knowledge, skill and positive personal characteristics. The topics for discussion center on:

- Growing demand occupational skills
- Types of personnel business and industry seeks
- Success of previous graduates
- Interim services provided by the school such as part-time employment, testing, etc.

The rapport we develop at this point with instructors and students provides the foundation and framework for our future relations and service. The channel for two-way communication must be opened at the instructor level. Visits to class sessions will allow you to make judgments regarding the student progress, special needs, etc. The second critical point for our students in terminal-type programs has been the brief interlude between the first and second year. A promising summer job may cause some thought about dropping. We constantly stress the importance of completion since graduates have advantages that are not shared with those who drop. For example, graduation opens doors for additional educational opportunities. Our employers also support this concept.

Prior to the student's final semester (the third in most cases) we have met in mass and more recently in groupings by majors to outline arrangements being made for the interview.

In addition, every student who interviews on campus has the opportunity to have a preliminary interview with his placement counselor. Such discussions center on the student's personal characteristics (dress and grooming), academic record, instructor evaluation, etc. The counselor's suggestions and coaching take place at this point. Our concerns and procedures have been summarized in a placement handbook which each interviewing student receives.

In view of the questions, "Who am I?" and "Where am I going", each student plans his own interviewing schedule. We suggest a number of interviews in the interest of having our students make comparisons between situation X, Y, and Z. In terms of employment, this means making judgments in primary and secondary factors:

- Primary
  - Opportunity to grow
  - Good supervision
  - Training and Education
- Secondary
  - Pay
  - Fringe benefits
  - Location

III. HOW WELL DO WE KNOW OUR MARKET?

A variety of students need a variety of opportunities. In addition to employment, our concept includes the possibility of further education and the options available to those faced with a military decision. In each instance, we suggest an organized approach.

Concerning employment, our initial invitations were sent to those who hired or inquired about graduates. Later, the list was expanded by invitation to selected local, state and national firms who hire technically-oriented graduates. Care must be taken in preparing for each employer visit. This includes posting the interview date, type of openings, and procedure for applying. All arrangements are confirmed in advance of the interviewer's on-site visit. First visits become introductory for both school and for employer. Prior to the start of a schedule, the placement counselor should allow a half-hour to review the school's service for the employer and cover any employer questions. Repeated visits allow us to inquire in greater depth about the progress of employed graduates and whether or not the curriculums are relevant.

The interview is considered as a private exchange between employer and applicant. Each has to question, make some judgments, and a decision. A published code of ethics guide the school, student, and employer.

In recent years, we have expanded our placement service to include campus visits by college and military representatives. This provides our students with information that is official and up-to-date.

Three months after graduation, follow-up studies are made to determine how many of our students are employed, by whom, and at what starting salary. In addition, we will identify those who chose to continue schooling on a full-time basis, or who are fulfilling their military obligations. For example, entry jobs and average starting salaries can be used for guidance at the high school and junior college levels.

Research efforts by this center have been expanded to include:

- Class profiles
- Transfer to four-year schools
- Reasons for dropping
- Status of graduates two years after graduation
- Part-time employment opportunities

IV. CONCLUSION

The very contacts the placement counselor has and the information he develops places him in a strategic position as he serves the student, the employer, and his institution. I know of no other activity within education that can reflect the organization's pulse more accurately as graduates, employers, and instructors meet and share common concerns. For six years I had my hand on that pulse. It was exciting since conditions were never the same in a rapidly changing world.

We hope you can make placement a center of activity where students are free to select and explore a variety of opportunities that meet their short and long term needs.

James Harvey, Ph.D.
Dean of Students
William Rainey Harper College
Palatine, Illinois

Dr. Harvey has been a high school teacher, a director of counseling at Grand Rapids Junior College, a dean of students at Hope College and Dean of Science and Arts at the Inter-American University of Puerto Rico. He has served as a junior college consultant and as a consultant in the American Association of Junior Colleges' project for developing colleges.

Dr. Harvey has been president of the Michigan College Personnel Association and he is currently serving as a member of the American College Personnel Association Commission on Junior College Student Personnel Programs. He is also a member of the board of directors of the Illinois Junior College Administrators Association.

He received his B.A. degree (cum laude) from Hope College and his M.A. and Ph.D. degrees from Michigan State University.

ORGANIZATION AND ADMINISTRATION OF JUNIOR COLLEGE STUDENT PERSONNEL SERVICES

By James Harvey

The basic purpose of any organizational structure and the administrative direction which accompanies it is the attainment of the objectives of the body which has created the structure. In a community college the organization of the student personnel services has as its basic goal the most efficient channeling of resources into the achievement of the objectives of the college. It may sound elementary and even trite to say that organization and administration exist to expedite the achievement of objectives, however, this point is sometimes forgotten with sad consequences. "Empire building" and "nepotism" are terms that never would have arisen if administrators at some point hadn't lost sight of the essential reason for the organizational structure.

It would be well if every administrator periodically asked himself (and perhaps his boss if he has the courage) whether the organizational structure in which he is operating is the most efficient. Each college organizational structure should be directly related to the particular philosophy and objectives of that institution. The structure at one institution may, with sound reason, take on a different form than at another. This is particularly true in the community college where wide differences in the communities served may lead to a variance in the organizational structures needed to best serve the community.

It is, therefore, difficult to outline an ideal organizational structure for a community college student personnel program. It is, however, possible to talk about certain principles that should be followed. The balance of this paper will seek to define a group of such principles and a list of objectives which the author believes the chief student personnel officer should seek to achieve.

The following principles and goals are considered important, however, they are not presented as being the inflexible ultimate. The writer believes, however, that most student personnel experts would agree that they are at present basic to the development and implementation of a sound program.

1. Each college student personnel program should have a statement of philosophy along with a statement of the objectives that derive from it. Each student personnel area (e.g., admissions, counseling) should develop its list of objectives and these should directly relate to the basic purposes of the institution. These statements should be reviewed periodically and updated as needed. Statements such as these can be well used in orientation and inservice programs for new student personnel staff members, faculty, and clerical personnel.

2. This point relates to number one. In order to develop a clearly understood and efficiently run organizational structure, the philosophy and objectives of the student personnel program should be extended to their logical conclusion and lead to clear, concise job descriptions for each student personnel officer. This job description should include a delineation of the line and staff relationship of the officer. Job descriptions need to be reviewed periodically and changed as appropriate. Such statements will not only reflect a logical organization of duties, but as an institution grows it may well begin to reflect the abilities and competencies of individuals within the organization. If the latter is true it makes it mandatory that job descriptions be reviewed whenever a position becomes vacant.

3. Another factor that will help in the organization of a student personnel program is to change the name. The term student personnel services should not be used if it can be avoided and, in particular, the word "services" should never be used. It projects too narrow a program. The term "Student Development Program" is a better term and one which seemingly is coming into greater use.

4. The chief student personnel officer needs to be equal in rank to the chief academic officer and he should report directly to the top administrative officer in the institution. Without this the student personnel program will frequently be relegated to a secondary role within the college. The chief student per-

sonnel officer (see objectives to follow in this paper) needs to be close to the president and on an equal footing with the chief academic officer in order to coordinate effectively with the academic area. The writer realizes in stating this point that there may be a pattern developing which tends to integrate student personnel services with the academic so that in the organizational structure the student personnel program as a separate area cannot be identified. If this trend does develop it will be largely because the student personnel program has been unable to relate itself positively enough to the academic area. In other words, this trend (if indeed it is one) is developing because student personnel people have segregated themselves and have not worked closely enough with faculty and other academic personnel. This shortcoming is apparent on most college campuses, however, it can be remedied without reorganizing the whole administrative structure.

5. The chief student personnel officer needs to be a top educator with advanced graduate work (preferably the doctorate) in student personnel work and experience in the community college. In order to achieve the objectives listed later in this paper the chief student personnel officer must be well prepared, respected, and an educational leader. In addition, he needs to stay alive professionally and to lead his staff in the development of their programs. This is difficult, especially with an area as diverse as the student personnel area.

6. It is best to avoid giving counselors administrative duties. This principle will be objected to by many, and others will find it very difficult to avoid. The writer strongly feels that the quality of counseling, perhaps the most important element in the student personnel program, is often affected adversely because a counselor is given administrative duties which often take priority. It is better to take one person, make him an administrator, and give him several areas to handle than to give such duties to two or three counselors. Chief student personnel administrators should jealously guard the time counselors have to work with students.

7. It is well to develop a counselor-student ratio and obtain an administrative or policy commitment to hire counselors on such a basis. There isn't anything magical to ratios, however, an institutional commitment to hire on a ratio basis ensures that as enrollments increase and budgets pinch, additional counselors will be added. The current ratio being discussed is one full-time equated counselor for each 250 F.T.E. students. Ratios may vary depending on other organizational factors such as faculty involvement in academic advising, role of counselors, etc.

8. It is well to develop and have the board of trustees adopt broad policy statements regarding the student personnel program and the specific areas. For example, the board should adopt statements re admissions, records, financial aid, student activities, intercollegiate athletics, counseling, as well as others. This provides a firm framework within which the student personnel area can operate and it helps develop an understanding of the type of program that will be developed.

9. It is important to seek a balanced student personnel program. While it is inevitable that priorities be established, especially if resources are limited, a well balanced program will provide the best results. For example, while counseling is important at the college some students will not reach the college or get to the counselor without a good pre-admissions, admissions and orientation program. A student who does make it into the college may not be able to stay or obtain a proper job without financial aids or placement help. A full program will best serve the college, the student, and the community.

10. The student personnel program must be continually researched so that strengths and weaknesses can be defined and appropriate modifications made. This research must include student needs and student feedback on the student personnel program. This element of the program needs to be diagramed into the organizational structure or assigned somewhere in the job descriptions.

11. Each college should make a budget commitment of from 10% to 15% of its operating budget for student personnel services. This

percentage should not include funds spent from student activity fees, capital outlay funds, or financial aid monies from outside the college. The 10%-15% should be basically for salaries, materials, and program expenses for the student personnel program. A per student expenditure in the neighborhood of $70-$90 or more is needed to develop a quality program.

12. An advisory committee from within the college should be established to help develop policy for the student personnel program.

13. Members of the student personnel staff should be on all college committees and they should be full fledged faculty members with all faculty rights.

14. Another point that needs some clarification is in regards to what areas should be within the organizational framework of the student personnel or student development area. There is little disagreement about areas such as counseling, orientation, placement, financial aids and student activities. They all belong there. There is some debate about admissions, records, academic advising, health service and intercollegiate athletics. These, too, unless there are particular community circumstances, belong in the student personnel area. The writer believes that auxiliary services such as the cafeteria and bookstore operation, which are most often found under the business office, should be directly related to student personnel as services which are basic to the students and which have an educational component that is important. Remedial or developmental education often found in the student personnel area is generally going to prosper and succeed only when it is the prime responsibility of the academic area though close student personnel cooperation is needed.

15. Student personnel services should be made available to evening and part-time students as well as to college staff members. Services should be extended to the community at large also if resources permit. The latter can be on a fee basis, if necessary, to help offset expenses. The services to adults, part-time students and community are best offered by full-time college staff members rather than by part-time people from outside the college.

16. Last, but far from least, the student personnel program should involve students in planning the program, in carrying it out, and in assessing the effects of the program. To lose sight of this fact is to, in all likelihood, miss the entire point of the program and to invalidate the efforts put forth to help the students.

So much for some of the principles of organizing and implementing a student personnel program. Following is a list of objectives of the chief student personnel officer of a college. It is hoped that by listing them the reader can obtain a fuller view of how a program should be organized and carried out.

The objectives of a chief student personnel officer should be:

a. To develop basic policy related to the student personnel program and to serve as the main spokesman for presenting this policy to the Board of Trustees for approval.

b. To serve as the main spokesman for the student personnel program in interpreting the program to the faculty, students, and community.

c. To develop an effective organizational pattern for the student services program and to constantly monitor the organizational pattern to see that it is working at maximum effectiveness.

d. To develop the budget for the student personnel area and to seek adequate support for the budget from the administration and Board of Trustees.

e. To work for the selection of the most capable professional and sub-professional people available to staff the student personnel area.

f. To encourage the professional development of the student personnel staff, including involving them in in-service training, meetings with visiting consultants, and encouraging their active participation in professional organizations.

g. To develop with the institution an understanding of the student personnel services which will lead to a close cooperation between faculty and student personnel staff members in meeting the needs of the student body.

h. To develop a program of evaluation which will permit the institution to assess the effectiveness of each function of the student personnel program and to develop an on-going program for the improvement of services.

i. To be active professionally on a national and state level and to contribute to the development of broader support for student personnel services at all levels.

j. To be aware of what is happening on the national scene and aware of the best student personnel programs in the country so that new and creative ideas can be secured and brought back and integrated into the local program.

k. To develop a rapport and friendly working relationship between all members of the student personnel staff, including the classified staff, and to cultivate an awareness and understanding of all facets of the program by each person working for the college in this area.

Alice Janet Thurston, Ph.D.
Visiting Lecturer
Institute for Advanced Study in
Student Personnel Administration
University of Illinois

Dr. Thurston has a wide background of experience in student personnel work at the junior college level. She has served in administrative positions at the Central Y.M.C.A. college of Chicago, Montgomery Junior College of Maryland, and the Cuyahoga Community College of Cleveland.

She has been chairman of Commission XI of the American College Personnel Association on Junior College Student Personnel Programs and now serves as a member of the commission. She was also a participant in the Carnegie Study of junior college student personnel programs.

Dr. Thurston is a consultant for the American Association of Junior College Programs for Developing Instructors.

She is a graduate of Dennison University. Her M.A. degree was received from Northwestern University, and her Ph.D. degree from George Washington University.

PRE-ADMISSIONS ADVISING AND ORIENTATION

By Alice Thurston

From the initial contact of the college with a potential student until the time he registers for classes, a variety of student personnel services come into play. The student finds us or we find him; he is given information about the programs and services we offer; he applies and his application is appraised and processed; he is given financial assistance if needed; he receives help from an academic adviser or counselor in selecting a curriculum and a program of courses; and he is inducted, by more or less appropriate rites of passage, into the college. When each of these functions was appraised on a national basis in the Carnegie study of 1964, no one of the functions was rated as excellent in more than ten percent of the two-year colleges sampled.

In the brief period since the Carnegie study was conducted, a great deal has changed. We now face an increasingly disillusioned generation of young people. Our social consciousness has deepened. As student personnel workers, we no longer see ourselves as good performers of functions but rather as catalysts for human growth. As recently as 1965, in the report of the Student Personnel Study to the Carnegie Foundation, Robert Havighurst wrote:

> In the big cities the junior colleges are receiving increasing proportions of students from the currently disadvantaged sections of the population -- Negroes, Puerto Ricans, Spanish Americans, rural white migrants to the cities, and children of European immigrants.

Note how our focus has shifted. In 1965, we let them come if they wanted to. Now the goal of universal educational opportunity beyond the high school, which was first proposed by the President's Commission on Higher Education in 1947 and reaffirmed by the Educational Policies Commission of 1964, has become part of the community college commitment. We know that the major role in implementing this dream will be ours, and that we must not only receive disadvantaged students but seek them out.

As we grow in social awareness and commitment, and as we see our roles as student personnel workers with greater depth and clarity, how would we rate out orientation functions now? Is it any longer appropriate to confine our talks to the PTA? To distribute our middle class oriented literature (including a catalogue which requires at least a baccalaureate degree to comprehend) and to show pictures of nice WASPS doing nice things? To take new students on a quick tour during which we say here is the physics lab and the lounge and the cafeteria, have a mass meeting where the president and the deans and the "student leaders" say welcome and give their exhortations. Hold a mixer dance where no one mixes, schedule prefunctory conference with prefunctory advisers, and consider we have done a job for another term or another year. Or do we have some soul-searching and some redesigning to do to reach out to all kinds of potential students and then to orient them, psychologically as well as geographically, to institutions which, themselves, need to be retooled for a changing commitment in a changing society?

Havighurst referred to the disadvantaged in the cities. We are now acutely aware that every community has its wrong side of the tracks. Creative programs like Cleveland's Project Search are developing in the urban centers. What can smaller colleges in suburban and rural areas do to make the opportunity for universal education beyond the high school a reality for all kinds of people - senior citizens, the disadvantaged, housewives, employed adults, and young people? What kinds of media can we use - from pamphlets to panel trucks in shopping centers - to say simply and honestly what we have to offer? How can we provide financial aids which are adequate and make sense to poor people of all ages who don't have our middle class confidence about repaying loans? How can we develop meaningful induction experiences for students who not only turn us out emotionally, but intellectually, as the data in Pat Cross' excellent monograph on junior college students suggests? Can we uncomplicate admissions and humanize registration? Can we muster the resources to work more creatively with students throughout the spring and summer months so that in meaningful encounters with professional staff they are aware of the initial choices they must make and the implications of their choices? We now know a good deal about the characteristics to two-year college students nationally but do we know enough about the characteristics of our students in our own particular institutions? How much, aside from the usual demographic data, do we know about our own communities?

This is not the time to borrow gimmicks from some other institution. A true innovation develops from the creative thinking of the people directly involved; it becomes an innovation when creative ideas are translated into effective implementation. Each institution has to do its own soul-searching and groping and creating, with students and faculty and administration working together.

Specifically, I would like to see each of the colleges represented at this conference appoint a task force representative of the academic community to begin now to plan for the recruitment and induction of new students for the Fall of 1970. The task force will probably need to re-examine the philosophical commitment of its college; study the social structure of its community; find out a lot more about its present students than it now knows; re-allocate its resources; and then, step by step, redesign its pre-registration services. Ways can be found to search out disadvantaged students. A summer counseling program for new students can be developed or improved, making use of the skills of faculty and returning students. Work study funds can be used for tutors and for employment in community agencies. A study skills center can be established. Handbooks can be rewritten, admissions and registration procedures revised, and non students are not expected to become students in one term.

It is time we cast off the shadow of William Rainey Harper and stop using the senior institutions as our models. To model our pre-registration services on theirs compounds the folly. Our students are different in significant ways. Our role in higher education and our philosophical commitment to society is different. It is time we did our own thing.

Letitia Silver
Counselor and Coordinator of Financial Aid
Manatee Junior College
Bradenton, Florida

Miss Silver's background includes experience as a business education teacher at the secondary school level, one year as a graduate assistant in the Dean of Women's office at Baylor University, and nine years as counselor at Manatee Junior College.

She belongs to a number of professional organizations and served as leader of a workshop on financial aid at the annual workshop of the Student Personnel Commission of the Florida Association of Public Junior Colleges in 1968. Miss Silver has developed an outstanding financial aid program at the Manatee Junior College.

Miss Silver received her B.S. degree from Florida State University and her M.A. degree from Baylor University.

FINANCIAL AID IN A JUNIOR COLLEGE

by Letitia Silver

Any discussion of Student Personnel Work in the 70's would be incomplete without focusing some attention on the subject of financial aid in the junior college. Although financial aid is traditionally considered an integral part of higher education, there are many unanswered questions and conflicting philosophies regarding practices. This is especially true with regard to the junior college because of the dearth of literature concerning practices within these institutions. Junior college administrators and student personnel practitioners responsible for developing and operating financial aid programs have little to guide them in their efforts and there is growing concern which should result in increased activity during the next decade to expand knowledge within the field.

Despite the lack of information on the subject, it is safe to assume that most junior colleges are making some effort to operate a financial aid program since it is recognized as one of the essential functions of student personnel services in these institutions. The objectives of these financial aid programs are probably as varied and as diverse as the institutions operating the program and the students they serve. The objectives to be discussed here include the point of view that financial aid in the junior college should be used to meet student need as well as to recruit students who can strengthen the institution. No effort will be made here to debate the pros and cons of this issue since it must be resolved by each institution as it determines what it expects to accomplish through its aid program. The objectives to be considered here are:

1. To provide financial assistance for the capable student who can profit from higher education and who would be unable to obtain that education without aid.

2. To provide financial assistance as incentive and motivation for the underachiever or the culturally and educationally disadvantaged student.

3. To provide self-help for the student conscientiously motivated toward financing his own education and relieving the strain on family resources.

4. To recognize and reward students for outstanding academic achievement.

5. To recognize and recruit students with outstanding ability or talent to strengthen the program of the college.

6. To recruit students for occupational fields where there is a critical shortage of trained workers, i.e., teaching, nursing, technology, etc.

7. To enable students to participate more fully in the total program offered by the college considered important to total student development such as activities, athletics, music, forensics, drama, etc.

The scope of any financial aid program in the junior college must be broad enough to provide varying kinds of assistance for students of varying abilities, talents, motivation, and need. The end result of all activities associated with financial aid should be the total development of the student. Any activity designed to accomplish this seems appropriate in a junior college financial aid program.

Essential and innovative practices in the operation of financial aid programs will grow out of the philosophy of the institution. Consider now some of the practices which are being developed in some institutions to support the objectives outlined above.

Adequate Program of Aid

An adequate program of financial aid in the junior college should include some or all of the following kinds of assistance:

a. Scholarships and Grants - Cash awards which do not require repayment for students of outstanding ability, great financial need, or unusual motivation.

b. Service Awards - Awards used to recruit students to strengthen programs and which require the student to render service to the college in return for funds received. Financial need is not related to these awards.

c. Long-term Loans - Awards which may be repaid upon completion of training. An excellent source of assistance for students who cannot afford to work while attending school, students who would not qualify for scholarships on the basis of achievement, students of moderate financial means.

d. Short-term Loans - Emergency funds awarded to students which must be repaid within the term borrowed.

e. Part-time Employment - Jobs established which enable the student to earn funds to off-set educational expenses, to perform services which help the college, and which provide valuable work experience for the student. These may or may not be related to financial need.

Use of Aid

Financial aid programs in junior colleges should continue to place greatest emphasis on meeting the needs of students of outstanding ability who must have aid in order to undertake or complete higher education. A major portion of the awards and funds will be used to aid these students.

Many administrators in junior colleges advocate the use of the financial aid program to recruit students of special talent and ability to strengthen the program of the college. Administrators argue that recruiting outstanding scholars strengthen the academic program and attracts other outstanding students. Recruitment of students with special talents strengthens programs such as athletics, forensics, drama, music, and helps attract attention to the college and gain support for it.

In some instances, aid is being used to involve students more fully in the total program of the college. As commuter institutions junior colleges face the problem of students who attend classes but never take advantage of the broader educational experiences to be gained from greater participation in college activities. To combat this, some schools provide assistance to leaders in student activities, publications, and other areas of responsibility in an effort to involve them in these experiences. Students who otherwise might seek off-campus activities, especially employment, are able to participate in these activities considered worthwhile to the educational experience.

On-campus employment opportunities also make it possible to involve students to a greater extent in extra class activities which are considered educationally sound. Jobs make it possible for students to meet their financial need, but also provide meaningful work experience and personal contact with instructors. The close personal relationship between teacher and student is so easily missed in the junior college that the use of financial aid to encourage the activity is most appropriate.

Adequate Resources to Operate the Program

The financial aid program will have little impact upon the needs of students unless adequate resources can be provided to support the program. Several basic sources of support for the kinds of aid described above are:

a. The College - Each institution must make every effort within its means to help underwrite the cost of the financial aid program. This usually is done through budget appropriations in the form of waivers of fees, funds for support of student employment, funds used to obtain money from government and private agencies which provide funds for student aid on a matching basis. Some schools supplement budget appropriations with revenue from vending machines and other campus enterprises such as fines from traffic control. One school obtained special legislation to enable the local kennel club to have one additional day of racing each year provided the profits were given to the college to help finance its aid program.

b. The Community - The junior college because of its close relationship to the community is in an ideal position to appeal to individuals, civic and charitable organizations, businesses, etc. to provide funds to support the aid program. One especially effective effort was achieved by a president of a junior college in the south who appeared before as many groups as possible to discuss the proposed college and its needs. During the development of the college he was able to help the community catch a glimpse of what was to be and what the institution would mean to the youth of the area and the community in general. In each appearance he appealed for community support and suggested that the establishment of scholarships was an appropriate and tangible way the community could become involved in the college. Thus the financial aid program was initiated long before the college had students or resources to support an aid program.

c. The State - Many states operate numerous programs of assistance which are open to public junior colleges. These programs often are designed to recognize outstanding academic achievement or to recruit students for needed fields and should not be overlooked by junior colleges.

d. The Federal Government - The major portion of all assistance awarded to students today is provided through the various programs offered by the federal government. These programs are especially significant for the student with extreme need or the culturally and educationally disadvantaged student. Each junior college must consider the feasibility of securing funds through these programs to supplement and expand its aid program.

e. Private Agencies - Junior colleges should not overlook the use of private aid programs such as those offered by United Student Aid Funds, Inc., Pickett and Hatcher Foundation, Inc., Tuition Plan, Inc. and others too numerous to mention here.

Adequate Staff to Administer the Program

In the junior college, financial aid is closely related to the counseling function. All financial aid services should be consolidated and responsibility should be centralized in the student personnel area. The size of the institution and the complexity of the aid program will determine the type of staff needed. Although the use of specialists within the area of student personnel is being advocated, it is highly unlikely, except in very large institutions that specialists can be employed to perform the tasks associated with financial aids. In most schools the program can be adequately administered by a member of the counseling staff. Staff prepared to perform the clerical tasks associated with financial aid should be provided in sufficient numbers so that professional staff members may devote time to tasks more appropriate to their training, i.e., counseling with students, organizing and managing the program, soliciting funds, conducting research. The A.A.J.C. bulletin Junior College Student Personnel Programs: What They Are and

What They Should Be suggests the following staffing pattern for financial aid programs serving various size student bodies:

Enrollment	500	1,000	2,500	5,000
Director	½	½	1	1
Professional	0	0	½	1
Clerical	1	1	1½	2

Good Set of Working Rules

Essential to the efficient operation of the financial aid program is the development of guidelines under which the program is to be administered. Many schools use a committee composed of administrators, teaching faculty and student personnel workers to determine the guidelines which include who shall be eligible for aid, how students are selected to receive aid, how much aid a student may receive, the source of the assistance, academic standards for receiving aid, etc. In some programs, the committee may review the applications and determine the recipients, while in others the committee may establish guidelines for the director to follow in making decisions.

Use of a Need Analysis System to Select Students

Need analysis as an essential practice in selecting students to receive aid has resulted from the entry of the federal government into the financial aid field. The philosophy of the government sponsored programs is that aid should be related to student need which is determined by the ability of the family to finance the education. Colleges have considerable flexibility in choosing a need analysis system and may use a commerical system like College Scholarship Service or American College Testing Service, one of the methods developed by the government, or may develop its own. The importance of need analysis is the fact that there is likely to be more consistency in awarding financial aid and the size of the award to any given student is more likely to be related to the student's need. The need analysis system does not restrict a junior college in awarding financial aid on some basis other than need.

Good Records and Development of Research Program

A good research program depends upon an adequate record system. Records of students receiving aid and the detailed status of each fund must be maintained for an effective financial aid program.

Good Lines of Communication

Good lines of communication must be maintained for a successful financial aid program. Communication with the following is most important:

a. Administrators and governing boards must be kept well informed of the aid program and its impact upon students through periodic reports which provide information needed to determine policies, budgets, and staff.

b. Students who are the center of any aid program must be kept informed of the aid that is available and how to obtain it. Bulletins, brochures, displays, news releases all help to accomplish this.

c. Community can be one of the strongest assets in the financial aid program of the junior college. Good community relations may be maintained through the use of news media, progress reports, newsletters and bulletins, personal contacts with the college, its students and its program. For example, the power of the press has had a tremendous impact on the aid program in one junior college. Regular coverage is provided in five area newspapers. Releases are prepared several times each week covering any subject or activity which is timely and has news value. The college is kept before the public through stories and pictures. The image created through the news media has aided in enlisting donors and in recognizing the community for its support of the financial aid program.

   A number of other techniques are used to maintain good relations with the community. Once a donor is enlisted every effort is made to establish a personal relationship between the donor and the college. This is accomplished through newsletters published and distributed several times each year, progress reports of recipients. Students are expected to maintain a close personal relationship with the donors through notes, telephone calls, and visits. The personal considerations from students have helped to express appreciation to the donors and have encouraged the continued sponsorship of students year after year. Students also enjoy the personal interest taken in them and their progress by the donors of funds.

Aid for Graduates

One of the functions of a junior college is to prepare students for transfer to the university. Some junior colleges are making special efforts to provide financial aid for graduates to continue their studies beyond the junior college. Others feel that this assistance should come from the senior institution. In an effort to help graduates gain access to the university aid programs, one junior college has devised a newsletter which it prepares and distributes each fall to all students who have achieved sophomore status. Included in the newsletter is detailed information on procedures for transferring to the university and for applying for aid through the university. Release of the newsletter is timed to coincide with scheduled visits by representatives from the senior institutions. This practice is resulting in more students being able to obtain funds needed to continue beyond the junior college.

Much more could be written about the field of financial aid in junior colleges for it is virtually unexplored. The junior college is different from four year institutions in regard to philosophy, clientele, expense and curriculum and it is difficult to adapt financial aid practices and philosophies of one to the other. It is hoped that the 70's will result in the junior college developing practices and procedures of its own in its financial aid program.

PARTICIPANTS - G.T. 70 CONSORTIUM - STUDENT PERSONNEL WORKSHOP

A. Victor Kirkman, Jr.
Director of Student Activities
Central Piedmont Community College
Charlotte, N.C.

Littleton H. Mason
Counselor and Recruitment Officer
Chattanooga City College
Chattanooga, Tennessee

J. Dallace Butler
Dean of Students
Eastern Arizona College
Thatcher, Arizona

Robert Thompson
Director of Guidance
Eastern Arizona College
Thatcher, Arizona

Robert B. Keir
Dean of Students
Greenfield Community College
Greenfield, Massachusetts

Bernard F. Prescott
Counselor
Greenfield Community College
Greenfield, Massachusetts

Max E. Creager
Registrar
Hagerstown Junior College
Hagerstown, Maryland

Carl J. Galligan
Counselor - Instructor
Hagerstown Junior College
Hagerstown, Maryland

William C. Oakes
Dean of Students
Hinds Junior College
Raymond Mississippi

Michael J. Rabalais
Counselor & Instructor
Hinds Junior College
Raymond, Mississippi

Miss Barbara Palmer
Counselor - Instructor
Hutchinson Community College
Hutchinson, Kansas

Carl E. Skoch
Voc. Tech Counselor & Instructor
Hutchinson Community College
Hutchinson, Kansas

Floyd Land
Director of Guidance
Indian River Junior College
Fort Pierce, Florida

Mrs. Carla Parrish
Counselor
Indian River Junior College
Fort Pierce, Florida

Richard H. Jones
Dean of Students and Community Services
Prairie State College
Chicago Heights, Illinois

Joan Gregg
Assistant Dean of Student Activities
Prairie State College
Chicago Heights, Illinois

Ron Lackey
Assistant Dean of Students
South Georgia College
Douglas, Georgia

John F. Nolen, Jr.
Acting Dean of Students
South Georgia College
Douglas, Georgia

Fay Marshall
Dean of Women
Hinds Junior College
Raymond, Mississippi

Harper Staff Members Assisting in Workshop Program

Frank Borelli - Director of Student Activities

Dr. Thomas Seward - Director of Counseling

Donn Stansbury - Director of Admissions and Registrar

Fred Vaisvil - Director of Placement and Student Aids

WORKSHOP PROGRAM

Oct. 14 - Nov. 1, 1968

All sessions will be held at the Sheraton-Chicago Hotel except the starred sessions which will be held at Harper College in Palatine.

Oct. 14	Oct. 15	Oct. 16	Oct. 17	Oct. 18
Travel	Visit to Loyola Univ. orientation to university library - Dr. Roberta Christie	9:30 A.M. Dr. Terry O'Banion Univ. of Illinois "Innovative Practices in Junior College Student Personnel Programs"	9:30 A.M.* Mr. John Muchmore Harper College "Faculty Perceptions of Student Personnel Services"	9:30 A.M.* Dr. Jane Matson Calif. State College, Los Angeles "Trends in Junior College Student Personnel Work"
Reception 3:00 P.M. Coffee Orientation to workshop program - Lake Erie Room Sheraton-Chicago	12:30 P.M. Lunch at Carousel Rest. Arlington Hts.- Welcome Dr. Robert Lahti, Pres. Harper College Visit to William Rainey Harper College with presentation on college student personnel program.	1:00 P.M. Dr. Harold Grant Michigan State Univ. "Student Personnel Workers as Student Development Specialists"	1:30 P.M.* Dr. Robert Lahti, Pres. Harper College "A President Views Student Personnel Services" Reactors Dr. Rodney Berg, Pres. College of DuPage Dr. James Nelson, Pres. Waubonsee College	2:00 P.M.* Dr. Max Raines Michigan State Univ. "A Last Chance Talk to Student Personnel Workers"
Oct. 21	Oct. 22	Oct. 23	Oct. 24	Oct. 25
9:30 A.M. Dr. Marie Prahl Michigan State Univ. "Student Activities in the Community College"	9:30 A.M. Mr. Charles Ridley Henry Ford Comm. Coll. Dearborn, Michigan "Counseling in a Community College"	9:30 A.M. Dr. James Chapman Univ. of Iowa "Student Militancy"	9:30 A.M. Dr. James Harvey Harper College "Organization of Junior College Student Personnel Services"	Visit to Ill. Assoc. of Junior & Comm. Colleges Conference, Rockford, Illinois, and visit to Rock Valley College.
1:30 P.M. Miss Letitia Silver Manatee Junior College Bradenton, Florida "Financial Aids in a Junior College"	1:30 P.M. Dr. William Moore Forest Park Comm. Coll. St. Louis, Mo. "Developmental Ed. in a Community College"	1:30 P.M. Mr. C. A. Ericksen Milwaukee Inst. of Technology "Placement in a Junior College"	1:30 P.M. Dr. Alice Thurston Univ. of Illinois "Pre Admissions Advising and Orientation"	
Oct. 28	Oct. 29	Oct. 30	Oct. 31	Nov. 1
Visitations to Midwest Junior Colleges. Colleges selected on basis of interest of workshop participants.	9:00 - 11:30 A.M. Presentation of individual college projects to workshop 1:30 - 4:00 P.M.	9:00 - 11:30 A.M. Presentation of individual college projects to workshop 1:30 - 4:00 P.M.	9:00 - 11:30 A.M. Presentation of individual college projects to workshop 1:30 - 4:00 P.M.	Workshop evaluation - orientation to consultant services. Adjournment at 12:00 P.M.

"Yet it would not be too much to say that on the success or failure of our guidance program hangs, in all probability, the success or failure of our system of public education."

-- James Bryant Conant

(From forward to the book
Guidance of American Youth
Harvard Univ. Press, 1950)

"It is only upon the basis of a careful diagnosis of aptitudes and interests that a student can be adequately guided in the selection of his courses. This diagnosis should include physical health, character, intellectual capacity, special intellectual characteristics, special capacities, and the social side of his nature. Fifty years hence this procedure will prevail as widely as it is now lacking."

-- William Rainey Harper

(From an address at Brown
University in 1899)

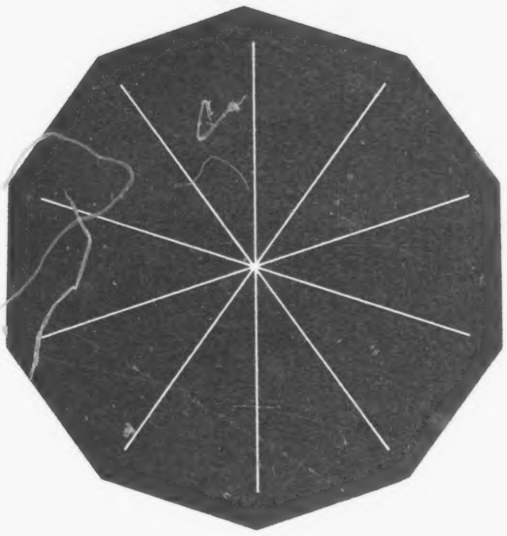
"STUDENT PERSONNEL WORK IN THE 70'S"

A workshop for junior college student personnel workers sponsored by the G.T. 70 consortium of junior colleges and William Rainey Harper College, and financed under Title III of the Higher Education Act of 1965.

* Workshop Director *

Dr. James Harvey, Dean of Students
William Rainey Harper College
Palatine, Illinois

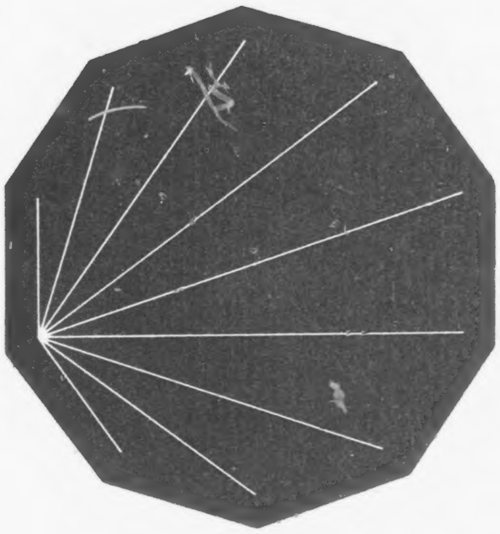
Group Ten For The Seventies



UNIVERSITY OF CALIF.
LOS ANGELES

JUN 12 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION



Introduction

The increasing desire for post high-school education, the rapidly changing society, developments in cybernetics, improvements in technology, the system approach to education, and advances in understanding the learning processes are harbingers of sweeping changes in higher education. The community college, as a new institution developed to fill the specific needs of society, is ideally suited to take the lead in advancing new and stimulating approaches in education.

Group Ten For The Seventies

GT 70 is a legally incorporated nonprofit consortium of ten, two-year institutions with coast-to-coast representation. Member colleges are located in the metropolitan areas of many of America's largest cities including Chicago, Detroit, Miami, Tucson, New York/Newark, San Francisco, Portland and Washington, D.C. With membership ranging widely in geographic locale, the consortium includes a college with a campus located at an elevation of more than 10,000 feet, a campus set in a subtropical location, a college architecturally designed for its desert setting, and a metropolitan campus in the heart of an urban center. Enrollment figures projected by consortium members predict nearly 200,000 students by 1975, with a full-time equivalent enrollment of over 100,000 for the same year.

Membership fees remitted by the consortium members provide the necessary operating funds for GT 70; however, in order to allow the variety of proposed innovative programs to be projected on a scale designed to produce positive results, financial support comes from private foundations and governmental agencies.

Group Ten For The Seventies

It has long been recognized that there are numerous community colleges across the nation which are in dire need of financial assistance as well as technical expertise. Often, these developing colleges are struggling with problems which have already been solved elsewhere. Most newly developed colleges find themselves so overwhelmingly engaged in survival that they forego experimentation and innovation as too expensive to consider until a later date.

GT 70 was formed so that member colleges might work together to improve their own as well as sister institutions. Acknowledging this need and having a sincere desire to do something about it, GT 70 has instituted a program whereby developing colleges may obtain assistance from the consortium in carrying out programs of innovation designed to further the educational cause. In addition, efforts expended for a member college are not needlessly duplicated at another; materials and ideas are also shared with these newly developed colleges.

Every effort is made to help sister institutions get their feet on the ground and off to a good start, and to aid them in becoming participants in innovative education. The philosophy of GT 70 might well be summed up in two words—**caring** and **sharing.**

Purposes

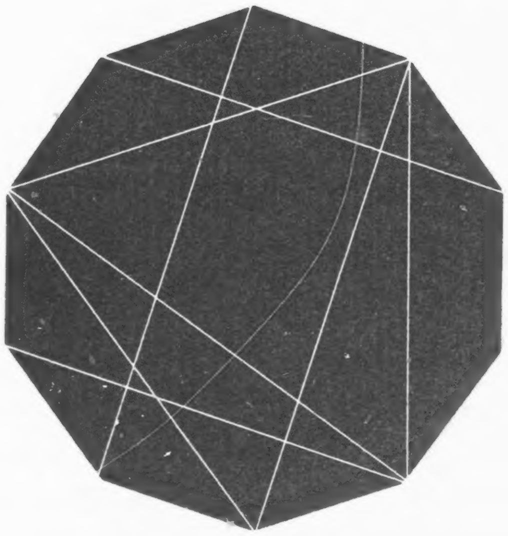
For too long, community colleges have attempted to imitate universities and four-year colleges and to concern themselves principally with university preparatory education. Now the time has come for broad scale planning of quality programs specifically designed for the community college needs. It is time for a change in the community college image and the basic underlying structure supporting that image.

It is the intention of GT 70 to help disengage the community college from its "little brother" role, to investigate and put into practice those educational procedures which are especially suitable to the community needs, to lead the way in new and stimulating approaches to community college education, (including university preparatory programs), and to aid newly developed, struggling community colleges to become participants in and contributors to this community college evolvement; in short, quality education which accurately reflects student and community needs.

Objectives

In order to formulate major areas of direction, GT 70 has adopted three main objectives which are compatible with the purposes of the consortium.

The first objective of GT-70 is continually to examine current problems and to design solutions to these problems through cooperative ventures and programs of reciprocity. "Caring and sharing" is not an idle phrase —it's a motto. Each college within GT 70 has the responsibility of collecting available national research, statistics, and professional papers related to the community college movement. In addition, each college is continually collecting and conducting surveys in its local area to identify conditions of immediate concern to its particular geographical area. This data is then compiled and the needs are formulated into priorities which are used as guidelines for the selection of future projects.



The second objective of GT 70 is to carefully assess areas of future national need within the community college system so that member and sister institutions can be assisted in establishing effective programs and special strategies which will anticipate future needs of the community colleges.

Inherent in this objective is a communication/information system currently being designed by GT 70 which will provide the means by which areas of need could be analyzed, both nationally and locally, and appropriate information could be disseminated to community colleges across the nation. This system will provide (a) a continuous profile of the nation, (b) a data bank of ideas and materials, (c) a continuous "pulse" of needs, priorities and achievements, and (d) methods by which policy makers and administrators would have available higher order documentation.

The third objective of GT 70 is to increase the diffusion rate of productive innovativeness.
Innovative changes in educational practices happen almost daily; however, the rate of diffusion is so low that "approximately fifteen years elapses before 3 percent of the school systems have installed the innovation."[1]
If community college education is to make the giant step from a sprawling, uncoordinated collection of institutions to a concordant, efficacious, educational force, then the change rate must be accelerated.

GT 70 has operational models which are available to the many new, developing, and on-going community colleges across the nation. These models are generalizable so that in spite of the wide variety of individual college situations and restrictions, the models represent a solution to a problem common to all colleges across the nation. These models are validated in the areas of both cost and effectiveness, thereby adhering to the GT 70 intent of producing more quality for less money.

Programs To Assist Sister Institutions

The first task undertaken by GT 70 was to assess the current status of the community college movement. The results of this analysis revealed a serious need on the part of many developing community colleges across the nation. Because the need was so obvious, GT 70 assigned a special task force team to design a proposal of assistance. The culmination of the team's effort was a proposal, funded for $610,000 under Title III of the Higher Education Act, to help twelve developing colleges. GT 70 successfully assisted these sister institutions through training programs in: (1) system approach to education; (2) student personnel; (3) faculty in-service (microteaching); and (4) basic English. Training materials produced for these workshops are now being reproduced for other interested colleges as a service of GT 70.

The positive results of these workshops have far exceeded expectations. To date, 54 new instructional strategies have been designed as a direct outgrowth of the influence of the training received during the summer. Typical responses from the various colleges which participated in the summer workshops testify to the effectiveness of the programs:

"... The instructors who participated from Central Piedmont Community College have returned fired with enthusiasm for the new concepts to which they were introduced ... the project already has made a significant impact on teaching techniques on this campus.

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[1] Matthew B. Milles, Editor, *Innovation In Education*, 1964, page 5.

It is expected that this impact will be multiplied as development continues."

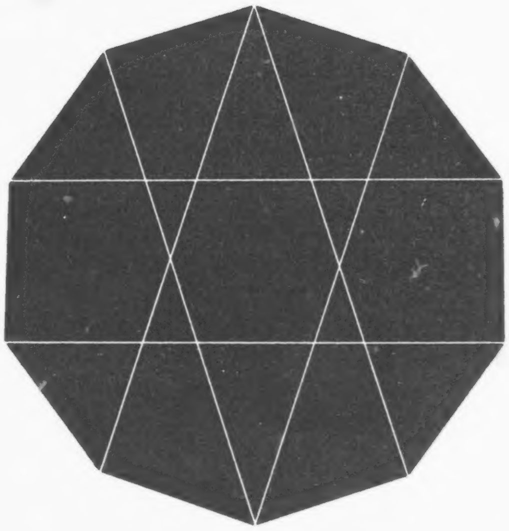
Central Piedmont Community College

". . . These workshops have really given our faculty new concepts to improve their teaching effectiveness. These types of experiences would not have been possible were it not for your efforts . . . Our participants returned with new enthusiasm. . . . ,

Eastern Arizona College

". . . My academic training in college left me with the impression that a valid part of teaching was to hide things from the learners. I realize now the stupidity of such thinking. I am ashamed that I didn't discover this myself, years ago. If I got nothing else from this workshop, at least I've decided to write clearly stated objectives which I will place in the kids' hands *at the beginning of the course.* Now I need to reread the manual and see what else I can learn."

Indian River Junior College



Project Selection and Programs

Selection of GT 70 projects is based on an analysis of need and priority, emphasis being placed on those long-range programs which anticipate areas of concern which have not yet developed. GT 70 is a forward-looking organization and is attempting to analyze problems when they are in an undeveloped stage rather than handling those same problems at a later, more disastrous point.

In all selected projects, the learner is the point of reference for all efforts. Tacitly implied in this statement, of course, is the responsibility to anticipate and develop learning experiences for *all* students. Implied, too, is the requirement for clearly defined project objectives. Nebulous "do good" projects are rejected in favor of those which express meaningful goals.

The first guideline for project development is that each project must have a built-in base for evaluation, validation, and cost analysis. A significant part of each project is validation, i.e., Were the project objectives met? Did the project significantly contribute to the educational picture? Was the cost prohibitive for smaller institutions? etc.

The second guideline is that projects are made replicable whenever possible, i.e., materials designed and developed for one institution are refined, reproduced and made available as a service of GT 70 at little extra cost to other interested colleges. In this manner, GT 70 projects which are funded by philanthropic or governmental agencies extend the benefits of the original project to a wide range of educational facilities. The following is an examplatory list of validated, exportable GT 70 programs designed especially for the college campus:

1. The System Approach to Education
2. PERT (Program Evaluation and Review Technique)
3. PPBS (Program Planning and Budgeting System)
4. Management Training by Objectives
5. Management Training by Exception
6. Faculty In-service (Micro-teaching) Program
7. How to Develop Instructional Behavioral Objectives
8. Media Production
9. Media Specialist Training
10. Quality Control and Instruction
11. Computer Based Instructional "Games"

Examples of current projects being developed include: (1) a computerized registration system which considers student advisement, master scheduling, and individual student schedule building; (2) a computer-based communication/information system; (3) an "eight-pack" or "learning team" instructional strategy; (4) instructional simulations, and others.

GT 70 Strengths

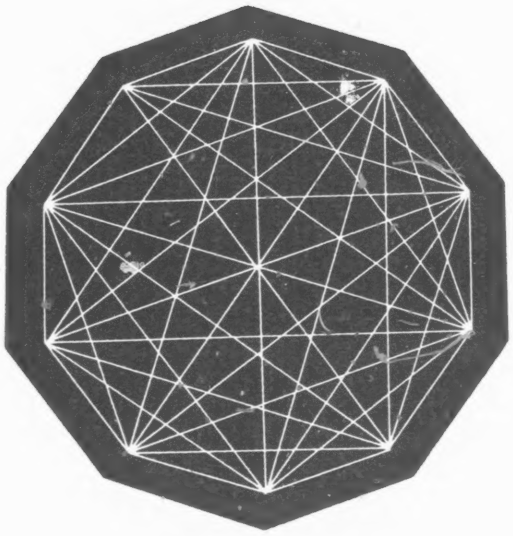
GT 70 reflects more than programs, however. The main strength of GT 70 lies within the people who provide insightful leadership and outstanding expertise. GT 70 has already provided for the following kinds of services through the expertise of its members:

Curriculum Development:

Content/task analysis for new curriculum design

Analysis and evaluation of needed areas of curricular update

Design of conceptual models for new areas of service



Instructional Program Design, Development Evaluation:

Program of supervision design
Cost/Effectiveness of alternative methods/media
Program, curricular and instructional objectives specifications
Facilities design
Hardware selection and utilization
Instructional product development

Management, Administration and Personnel:

In-service training programs—Board, Administration, Faculty, Staff
Organizational analysis and developmental program
Consensus in goal setting
Long range projection and logic event networks
Reporting systems, communication (internal/external)
Project team selection and training

Institutional Research:

Experimental design, measurement training for staff analysis and implications of findings

In addition, GT 70 member colleges assist developing nations to establish community colleges in their own countries. Experts within GT 70 have served as consultants to European countries to help them establish community colleges and have translated several multi-media instructional programs into Spanish to assist countries in South America.

Conclusion

While evidence indicates GT 70 has been successful in the past, the real work has just begun. At a time when the knowledge explosion is forcing change and provoking confusion, when the pressures on the students to achieve is increasing each year, when student demonstrations are focusing attention on the inadequacies of higher education, when the cost of education is consistently rising (while sources of revenue become increasingly less visible), educators must diligently strive to offset deficiencies with quality educational programs.

To this end GT 70 is dedicated.

Joseph L. Bishop
Executive Director, GT 70
GT 70
Box 487
Chicago Heights, Illinois 60411

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